The Impact Of Classroom Management On New Teachers At A Newly Opened Elementary School

Larry Peaden Jones
University of South Carolina

Follow this and additional works at: https://scholarcommons.sc.edu/etd

Part of the Curriculum and Instruction Commons

Recommended Citation

This Open Access Dissertation is brought to you by Scholar Commons. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Scholar Commons. For more information, please contact dillarda@mailbox.sc.edu.
THE IMPACT OF CLASSROOM MANAGEMENT ON NEW TEACHERS AT A NEWLY OPENED ELEMENTARY SCHOOL

by

Larry Peaden Jones

Bachelor of Science
East Carolina University, 2011

Master of School Administration
East Carolina University, 2016

Submitted in Partial Fulfillment of the Requirements

For the Degree of Doctor of Education in

Curriculum and Instruction

College of Education

University of South Carolina

2018

Accepted by:

Nathaniel Bryan, Major Professor

Yasha Becton, Committee Member

Aisha Haynes, Committee Member

Rhonda Jeffries, Committee Member

Cheryl L. Addy, Vice Provost and Dean of the Graduate School
DEDICATION

This dissertation is the result of many caring and inspiring individuals in which I have encountered in my lifetime. Most importantly, this dissertation was made possible by Carolyn Peaden, she not only loved and took care of me as a mother, she also served as a strong role model as a teacher and administrator. My husband, Johnathan Jones who provided support, gave me continuous love and encouragement throughout the dissertation process while remaining patient. This dissertation is also dedicated to the many people that I have encountered in education who have inspired me to continuously strive for the best for myself and others while reminding me that I can never give up: my wonderful teachers, my inspirational administrators, and my motivating students.
ABSTRACT

This dissertation in practice outlines an action research project that was designed in order to solve the research question of: *What is the impact of Capturing Kids’ Hearts on improving the classroom management of beginning teachers and district new-hires in a new elementary school setting?* This question was proposed on the idea that classroom management is something that many teachers will face as a challenge; especially beginning teachers. The Capturing Kids’ Hearts program was also determined to be beneficial as it contains attributes that would allow any teacher to obtain some useful information from the information. This action research project follows the process of action research which involves the following steps: *identifying an area of focus, review existing data and literature, developing an action plan, implementing the plan, then analyze the new data* (Mertler, 2014). Following these steps, one would reflect then repeat the process in order to find better solutions to a problem (Mertler, 2014). Staff members at a soon to be open elementary school were provided with an initial professional development training on the program. Throughout the year, teachers were observed and given feedback. Results indicated that utilizing the program had a positive impact on classroom management of beginning teachers. Teachers who were impacted were also shown to be more likely to stay in their position.

*Keywords:* beginning teacher, classroom management, professional development, action research, school culture
# TABLE OF CONTENTS

DEDICATION .................................................................................................................... iii

ABSTRACT ....................................................................................................................... iv

CHAPTER 1: INTRODUCTION ....................................................................................... 1

   PROBLEM OF PRACTICE .......................................................................................... 6

   PURPOSE STATEMENT .............................................................................................. 10

   RESEARCH QUESTIONS ........................................................................................... 11

   SIGNIFICANCE OF STUDY ....................................................................................... 11

   RATIONALE FOR THE STUDY ................................................................................. 12

   THEORETICAL BASIS FOR THE STUDY ................................................................. 14

   ACTION RESEARCH DESIGN .................................................................................. 14

   CONCLUSION ........................................................................................................... 15

   DEFINITIONS AND KEY TERMS ............................................................................. 16

   OVERVIEW OF DISSERTATION .............................................................................. 17

CHAPTER 2: THEORETICAL FRAMEWORK ................................................................. 18

   LITERATURE REVIEW ............................................................................................. 21
APPENDIX K – BEHAVE IN/BEHAVE OUT ................................................................. 141
APPENDIX L – QUESTIONS WHEN DEALING WITH MISBEHAVIOR .................. 142
APPENDIX M – QUESTIONS WHEN DEALING WITH DISRESPECT..................... 143
APPENDIX N – U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
EXPLANATION OF EXEMPTIONS FOR RESEARCH INVOLVING HUMAN
SUBJECTS .................................................................................................................. 144
APPENDIX O – 2017-2018 CAPTURING KIDS’ HEARTS NATIONAL SHOWCASE
SCHOOLS .................................................................................................................... 149
APPENDIX P – FLIPPEN GROUP AGREEMENT WITH THE STATE OF NORTH
CAROLINA ON RESEARCH AND EVALUATION .................................................. 153
APPENDIX Q – FLIPPEN GROUP RESEARCH GUIDE FOR CAPTURING KIDS’
HEARTS ...................................................................................................................... 154
APPENDIX R – FLIPPEN GROUP RESEARCH GUIDE FOR CAPTURING KIDS’
HEARTS ...................................................................................................................... 157
CHAPTER 1
INTRODUCTION

Throughout my years as an educator, I have had the opportunity to work with many different people. I have seen many students and educators work through obstacles and find their paths to success. Unfortunately, I have also seen some succumb to their challenges. One example that sticks out to me is that of a young, first-year teacher who was hired in January of the 2012-2013 school year to work as a support/intervention teacher on my grade level. I was still a fairly new 4th grade teacher myself at the time, but was paired to be her mentor. I worked closely with the young teacher and provided advice, feedback, and guidance as a mentor should (Yendol-Hoppey, & Dana, 2007). As a result, she seemed to do very well with instruction and interacting with the students and was rehired for the next school year to be a regular teacher in a lower grade classroom.

Once the next school year began, the teacher quickly began to show signs of frustration with things such as planning and setting up her own classroom. She was also assigned a new mentor who worked in a lower grade, but was more hands-off than other mentors such as myself. As the school year progressed, the already frustrated teacher had a difficult time with classroom management which grew into more complex struggles such as deteriorating relationships and ineffective instruction. She also became embarrassed and defensive as she felt like receiving support diminished her credibility and continued to fall behind with data collection, reports, and other tasks which led to
reprimands from administration and grade chairs and ultimately her departure from the school and the field of education.

As I reflected on my time with this teacher, I began to wonder if her trajectory may have been different if I had provided her with different support while I was her mentor. The very things that I was lacking in helping the teacher grow and develop are some of the most essential elements to support. According to De Neve and Devos (2017b), she should’ve been provided with greater opportunity to implement her own methods and received more critical feedback to support growth (Kedzior, & Fifield, 2004). This would have provided me, as her mentor with more valuable opportunities to engage in reflection and provide tailored support (Kidd, Brown, & Fitzallen, 2015).

Being an inexperienced educator during that time, I was more focused on demonstrating my personal styles of instruction and classroom management while having an underlying fear of providing feedback that may be difficult to discuss. This led me to a better understanding that mentors must lead and support others in a way that will create positive changes in practice (Rowley, 1999) along with a greater appreciation for structured classroom management practices that will lead to stronger relationships among stakeholders in addition for increased instructional opportunity (Oakes et al., 2012). As I grew as an educator and obtained greater leadership roles, I have always recognized the importance of supporting and growing the teacher paired with systematic approaches in behavior management that establish environments that are conducive towards positive behaviors and academic achievement.

One particular classroom management program that aligns well with the values of many educators, including the teacher researcher is a program known is Capturing Kids’
Hearts. Capturing Kids’ Hearts, designed by the Flippen Group (n.d.) incorporates many methods that work to promote positive behaviors while building positive relationships. Many of the methods of Capturing Kids’ Hearts are methods that teachers have utilized for years (classroom rules, student leaders, greeting students, positive redirection, etc.), but it combines them all into one process that would allow teachers to see these activities as a whole picture as opposed to pieces of a puzzle.

**Professional Development and Classroom Management**

Based upon experience in multiple school settings and positions along with anecdotal data, it is clear that there are wide variations within performance indicators such as academic achievement, student discipline, teacher experience, and teacher retention (Appendix C), some of this could be attributed to teacher support in general. This indicates a need to support teachers through professional development which is training and coaching designed to enhance the practices of a targeted method or skill (Bellibas, Gumus, & Boylan, 2016). An issue that stands out in regards to professional development and often plays a prominent role in overall performance of teachers and the students that they serve is the quality of the induction process and mentoring that they receive when they are initially hired into an organization (Kidd et al., 2015; Yendol-Hoppey, & Dana; 2007).

When asked about major struggles for beginning teachers¹, most would typically suggest classroom management. Webster (1968) states that, “The interpersonal relations of the teacher, the management of the physical setting and procedural routines of the room, and the approach to instruction are all identified as being salient factors in the

---

¹ A beginning teacher is defined as a teacher who has less than three years of actual teaching experience.
student’s environment” (p. 32). Establishing solid classroom management routines is essential in creating a productive educational environment as it creates processes and protocols and helps foster a positive relationship between the students and the teacher that should be nurturing, yet respectful (Crone, & Horner, 2003; Flippen Group, 2016; Kratochwill, DeRoos, & Blair, 2018). Unfortunately, classroom management is sometimes an aspect of induction that is not consistently monitored (Baker, Gentry, & Larmer, 2016) and a topic of professional development that is overlooked (Bayar, 2014; Basil, Bertels, Ewart, MacConnachie, & O’Brien, 2012). However, professional development focused on classroom management possess certain characteristics that indicate it could be a good choice in meeting a broad range of needs among professional staff (Garwood, & Vernon-Feagans, 2017). In addition to meeting the needs of large numbers of the school’s staff, professional development focused on classroom management would meet Kedzior and Fifield’s (2004) definition of quality professional development as it is extended, part of daily work, ongoing, coherent, inquiry-based, teacher-driven, informed by student performance, and offers opportunities for self-evaluation.

The professional development on classroom management that is implemented in the Wake County Public School System is Capturing Kids’ Hearts which is intended to decrease negative behaviors of students while building relationships and creating an environment that is more conducive towards teaching and learning (Flippen Group, n.d.). Additional benefits of Capturing Kids’ Hearts include the ability to integrate with other widely used systems such as multi-tiered systems of intervention (Appendix A) and Positive Behavior Interventions and Supports (PBIS) (Kratochwill et al., 2018; Marzano,
These are quality factors for Capturing Kids’ Hearts as it is providing usable information to the teachers without contradicting or causing confusion in regards to other practices that are utilized within the school and district (Kedzior, & Fifield, 2004).

It is common knowledge that student success is heavily linked to and dependent upon the performance of the teacher (Wiggins, 1993). Teacher performance is linked to a large variety of factors; among these are the teacher’s background, life experiences, and just as importantly, professional development and support. Beginning teachers are especially in need of professional development in classroom management as they are fresh out of college and unfamiliar with many aspects and lack characteristics that make teachers successful (Scaglione, Johnston, Bentz, Draper, Feldman, Kehl, & Wilson, 2016). Newly hired, veteran teachers are less likely to need urgent professional development as they already have teaching experience in comparison to beginning teachers who have limited professional experience in any school or district (Bayar, 2014). However, veteran teachers still need professional learning opportunities as the needs of the educational environment change (Kedzior & Fifield, 2004) and when they must adjust to new school and district factors (Kedzior, & Fifield, 2004; Scaglione et al., 2016). All teachers need to have appropriate support that is inquiry-based, ongoing, and relevant to their students (Kedzior, & Fifield, 2004) in order for them grow and feel stable, otherwise they may likely experience burn-out (Zakrzewski, 2013). Once teachers feel burn-out, their teaching methods will suffer (Zakrzewski, 2013) which will likely have a negative impact on student learning and academic achievement results.
Problem of Practice

The PoP for this Action Research is based on teacher researcher’s need to provide professional development that would be considered relevant and produce some type of positive outcome. The major issue that was presented was that the staff and student population was relatively unknown so there was difficulty in determining precise needs. Finding a way to make the teacher development days of the 2016-2017 school year relevant and meaningful was a difficult task.

The teacher researcher reflected upon observations of the obstacles of other educators along with the response and result of the particular factor. Through the eyes of a teacher and an administrator, the teacher researcher has found classroom management to be an obstacle that often leads to negative outcomes if there is a continuous struggle in the area among an educator. Another observation is that this trouble seemed to occur mostly with beginning teachers and sometimes with teachers who were new hires to the schools in which the teacher researcher was working in at the time. With this type of struggle appearing to be common than other challenges (e.g. instructional delivery, data management, etc.) and so heavily tied to the effectiveness of the teacher (Spelman, Bell, Thomas, & Briody, 2016) and their evaluation (McRel, & NC State Board of Education, 2015), it seems important to have a structure for inducting beginning teachers and district new hires and establishing a clear protocol with professional development in the area of behavior management.

New teachers are a vital part of a successful school for a number of reasons including replacing experienced teachers (Beginning Teacher Support Programs [BTSP], 2016). Most would agree that the quality of a teacher is related to the success of the
student (Garwood, & Vernon-Feagans, 2017). This makes it crucial for teachers to be able to successfully maintain a classroom environment. Beginning teacher support programs and new hire induction processes are a vital part of ensuring the success of both the teacher and the student (BTSP, 2016). In North Carolina, there are several broad requirements that local education agencies must meet to support beginning teachers such as providing a mentor, a more comprehensive evaluation rubric, and meetings focused on induction (North Carolina State Board of Education [NCSBOE], 2016). However, there are obvious inconsistencies across the state’s district and how the programs are delivered. Having worked and conducted education research within four of the largest districts in North Carolina, the teacher researcher noticed that many local education agencies and schools do not offer support to their beginning teachers in classroom management, even in schools where there are large populations of students from diverse backgrounds where there may be a greater need for structure and targeted interventions. Typically, this would include schools with students from historically marginalized backgrounds. This includes Title I schools where there is a significant population of students from low-income families and/or Title III schools where there is a significant population of students with limited proficiency in the English language (United States Department of Education [USDOE], 2018).

Beginning teachers often find their first teaching job in schools that are considered ‘challenging’ (Scaglione et al., 2016) based upon certain factors. Parsonson (2012) states that, “effective teaching and positively functioning classrooms with low levels of disruptive behaviour [sic] require planning and consistency.” (p. 17) Based on

2 Dias-Lacy, & Guirguis (2017) point out that many beginning teachers gain employment at high-poverty schools where students tend to struggle academically and exhibit behavioral problems.
the teacher researcher’s observations along with data from annually measured objectives on NC State Report Cards point out the fact that these so-called challenging schools are schools that may have students with special needs\(^3\) and come from historically marginalized or neglected groups: low-income households, unstable home environments, large ESL populations, etc. (North Carolina Department of Public Instruction [NCDPI], 2013; USDOE, 2018). Because of the historical neglect within these schools, it presents a potential problem in educating students, including those whom face difficult challenges due to no factor within their control, yet still deserve every opportunity to gain knowledge and support in order to overcome their current circumstances. Understanding practices to help promote success among students from culturally and linguistically diverse backgrounds would be beneficial to new teachers (Crone, & Horner, 2003).

Effective classroom management can often times be attributed to poor results in schools that are described as needy (Rowley, 1999). This indicates that providing beginning teachers with effective classroom management practices through professional development could lead to greater success as a classroom teacher (Kedzior, & Fifield, 2004). Specific professional development in classroom management techniques can be beneficial in providing teachers of any level of experience with foundational tools to effective classroom management (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Some districts are very proactive in providing teachers with professional development opportunities such as Wake County Public School System in the Raleigh area of North Carolina while others have a more reactive approach in seeking to help teachers who are already struggling such as Cumberland County Schools in the

\(^3\) Special needs in education refers to students with learning disabilities, physical disabilities, or emotional/behavioral difficulties according to the North Carolina State Board of Education (2016).
Fayetteville area of North Carolina. In looking at newly hired teachers who may be experienced in the classroom setting, North Carolina does not have any specific induction policies or requirements to support their success, unlike beginning teachers with whom the requirements are tied in with their licensure renewal process (NCSBOE, 2016). Other states, such as Florida have policies for newly hired teachers to complete an induction process which includes activities such as training on ethics and the behavior philosophy of the district.

When it comes to the complexities of classroom management and the ever-changing environmental facts which impact the behaviors of children, many teachers are in need of clear, specific guidelines for handling issues that may arise as well as performance feedback that can be utilized for growth (Parsonson, 2012). When going into a new environment such as a new school or a new district, it could be hard to anticipate the all-around needs of the student population, which would include their behavioral needs. The teacher researcher has observed so many teachers who have struggled solely on their inability to manage student behavior. Absence of support and placement of blame on struggling teachers is harmful to everyone involved.

“At the centre strategies involve pre-planned, intentional use of classroom behaviour [sic] management procedures that reduce the likelihood of problematic behaviours [sic] occurring.” (Parsonson, 2012, p. 21) Often times, learning how to accomplish a goal involves rigorous training and dedicated leadership, even for people whom are already highly-qualified and educated within their field (Peaden, 2015). In school settings, this type of training often comes in the form of professional development. With professional development and classroom management being so vital to the
educational environment and relevant to many individuals, the PoP identified is the lack of professional development focused on classroom management that is provided to all teachers, in particular, beginning teachers who are least likely to be prepared to face behavioral issues.

The idea of professional development on classroom management is something that most educators will be able to find some useful aspect regardless of their previous experiences. Behavior management is often tied to the academic achievement of students in a given class (Durlak et al., 2011) and is therefore likely to produce a positive outcome for the students. While the initial professional development will be delivered school-wide, there is also an opportunity for leaders to provide additional support to those most likely to experience some type of difficulty such as inexperienced, beginning teachers or even experienced teachers who are new to the district (Dias-Lacy, & Guirguis, 2017).

**Purpose Statement**

Beginning teachers typically enter the profession after completing a preservice teacher education degree or alternative certification program (Rowley, 1999). However, some would argue that teacher education programs do not completely prepare teachers to enter the profession successfully without support (Peaden, 2016). The purpose of this study is to investigate the impact of Capturing Kids’ Hearts on student and teacher successfulness and relationships within a newly established school community with a primary focus on beginning teachers with littler experience and teachers who are new to a particular public school district, but have had experience in other settings.
Research Questions

Teachers are essential to the achievement and success of students (Sagor, 2003). When thinking about students, one must remember that these are the people who educators are prepping to be functioning members of society in the future. Beginning teachers are teachers who are new to the field, but still have a responsibility to educating students. Schools and districts also have a responsibility of properly supporting teacher needs (BTSP, 2016) in terms of creating successful outcomes for the students who are being served, regardless of the experience of the teacher.

With this in mind, the following question is important to consider:

*RQ: What is the impact of Capturing Kids’ Hearts on improving the classroom management of beginning teachers and district new-hires in a new elementary school setting?*

Significance of Study

As with any action research study, the goal is to inform, support, and grow. Analyzing the effectiveness of Capturing Kids’ Hearts will determine if the program is appropriate in meeting the needs of the school. Almost any professional development program in education is meant to increase student achievement, but with classroom management being the topic, it could be difficult to analyze without a detailed plan and consistent data collection.

Capturing Kids’ Hearts will also provide the staff members of Beaverdam Elementary School with the opportunity to first get to know one another, then to collaborate and learn from one another. Professional development in classroom management will also give teachers a tool that new teachers, along with veteran teachers
may be able to utilize to increase their effectiveness, make their job easier, while supporting student outcomes (Bayer, 2014). Teachers will also get to participate in leadership experiences with the Flippen Group which will possibly boost the feeling that they are meeting their basic human needs (Irvine, 2015; Kratochwill et al., 2018; McLeod, 2015).

Establishing a school-wide structure for behavior management will also benefit Beaverdam Elementary School. Having this type of structure in place will set guidelines and promote a positive school culture as both students and staff will know what is expected at the school (Kratochwill et al., 2018; Spelman et al., 2016). Also, experiencing high-quality professional development is conducive in creating a positive school climate (Spelman et al., 2016).

**Rationale for the Study**

Student performance has been shown to be closely related to the quality of the teacher who is providing instruction (Bayar, 2014). With this strong link existing between the skills of the teacher and the achievement of the student, it is important for the teacher to engage in activities that will improve skills and effectiveness (Bellibas et al., 2016). It would be impossible to improve the quality of education if the teacher is not engaged in activities that will help enhance their abilities (Bayar, 2014). In addition to teacher quality, classroom characteristics also play an important role in student performance (Spelman et al., 2016). Spelman et al. (2015) mentions three major classroom characteristics that have a positive impact on student learning: emotionally supportive with a focus on healthy relationships, well-organized with maximized learning opportunities, and conducive towards making real world connections. In many cases,
teachers need professional development in techniques more so than in content; Bellibas, Gumus, and Boylan (2016) found that many teachers had an opinion similar to this:

As a teacher, I believe that pedagogy is very important for us. We have to know well our students, their strengths and weaknesses, their problems, developmental stages, and needs. By this way, we can enhance their skills and learning.

We as teachers, have to be good at pedagogy. I believe that it is more important than teaching content knowledge well. A teacher should communicate with the students well. Otherwise, you cannot teach a word to them. The more they love and respect you, the more they learn. Also, the classes I teach are really crowded. The number of the students in each class is over 40. Therefore, it becomes very hard to deal with all of the students. It would be helpful if we gain knowledge about how to manage the classrooms effectively. (p. 11)

Classroom management is a skill that teachers must practice with fidelity in order to maximize student outcomes. Professional development is one way in which teachers can explore classroom management techniques that they can apply to their practices. Furthermore, with Beaverdam Elementary School being a brand new facility, there was very little academic data to analyze and determine the needs of the students so it would be difficult to provide content professional development. As a new school, there was also a staff of approximately 40% new teachers while all of the other staff members had worked at other schools within the Wake County Public School System before the 2016-2017 school year. Creating a school-wide structure for behavior management (Kratochwill et al., 2018) and providing high-quality professional development (Bayar, 2014) both lead toward the creation of a positive school climate and a good culture. A
school-wide structure for managing behavior and a positive culture are things that are necessary for new schools to develop and Capturing Kids’ Hearts is a professional development program that claims to address all of these needs.

**Theoretical Basis for the Study**

The two major components of the study include support of teachers through professional development and fostering student success through classroom management. These practices are heavily tied to William Glasser’s theory of human needs such as the need to feel belonging and safety (Sagor, 2003). Additionally, the concept of social reconstructivism which intends to make the world a better place and create a better society, relates to classroom management strategies which would promote leadership and reflection about a person’s own actions (Mondelo, 2015). These theories and concepts will be discussed in greater detail in Chapter 2.

**Action Research Design**

Action research refers to an inquiry that is managed by educators in order for them to evaluate the effectiveness of a particular topic as it relates to the growth of students and/or the enhancement of professional practices (Mertler, 2014). There are four basic points of action research (Appendix B): identify an area of focus, collect data, analyze/interpret data, and develop an action plan (Creswell, 2011). Action research is intended to be less intimidating, yet more relevant to the professional practices in education (Basil et al., 2012). This is because the researcher is able to have an active role within the design (Basil et al., 2013).

Due to the fact that action research is characterized by the participation of the researcher (Morales, 2016), the teacher researcher will be learning techniques and
responding to needs of adjustment throughout the process. As one of the school’s administrators, the teacher researcher must gain a strong understanding of the needs of the stakeholders along with the logical, realistic desired outcomes of any attempt to address such needs. This will occur through extensive data collection, data analysis, observation, and progress monitoring as the teacher researcher is introduced to the other stakeholders of a school during its first year of operation. More detailed information about the action research design, including: participants, research site, data collection, and potential weaknesses of the study can be found in Chapter 3.

Conclusion

The purpose of this study is to provide professional development in classroom management for teachers in order for them to continue growing as professionals and to be able to meet the needs of students in a more effective manner. The problem focuses on the fact that many new teachers struggle with managing student behavior, especially in schools that are considered challenging. With Beaverdam Elementary School opening as a new school where many staff members do not know each other and a high population of students with special needs, a collaborative professional development program focused on building relationships and supporting positive behaviors seemed like a very relevant option. The goal is for school stakeholders to have positive relationships, low incidents of negative behaviors, and an overall feeling of value and importance within their role at the school.
**Definition and Key Terms**

The purpose of this section is to provide clarity for several terms that have been and will be used throughout the report. This will allow a person who is not in the field of Education a clearer view of the topic.

*Beginning Teacher:* The official term used by the Wake County Public School System to classify a teacher who has three or less years of teaching experience. (Beginning Teacher Support Programs [BTSP], 2016).

*Classroom management:* “The process by which teachers and schools create and maintain appropriate behavior of students in classroom settings.” (Kratochwill et al., 2018)

*Collaboration:* Two or more people working together for the benefit of a united cause (De Neve, & Devos, 2017a).

*New-Hire Teacher:* For the purpose of this study, this is a teacher who is a new employee of a particular school district and has greater than three years of education experience.

*New Teacher:* A teacher who is a new employee of a particular school district; regardless of years of experience in education.

*Professional development:* Learning opportunities where educators are able to complete programs that provide content knowledge or instructional strategies (Spelman et al., 2016).

*School climate:* De Neve, & Devos (2017b) describe school climate as the overall feeling of the school as determined by how people handle themselves.
School culture: The traditions, overall hierarchy and belief system of the school community (Dias-Lacy, & Guirguis, 2017).

Title I: A designation given to public schools that receive federal money due to high percentages of students from low-income families.

Overview of Dissertation

The purpose of Chapter 1 is to discuss the problem of poor classroom management in Title I schools along with the teachers’ need of high-quality professional development. Capturing Kids’ Hearts will be implemented with the goals of decreasing negative student behavior in order to maximize instructional impact while providing teachers with professional development opportunities that will allow them to grow as professionals. Chapter 2 discusses the importance of teacher professional development and classroom management as it relates to student success. The framework of the action research study is detailed in Chapter 3. Chapter 4 presents the data and outcomes that came from the study while Chapter 5 gives details about possible next steps based on the results of the study.
CHAPTER 2
THEORETICAL FRAMEWORK

This chapter discusses the historical and conceptual theories that are relevant to the needs of providing professional learning opportunities for teachers and the importance of establishing effective classroom management practices. Theoretically these practices are heavily tied to William Glasser’s theory of human needs (Sagor, 2003) along with the concept of social reconstructivism (Mondelo, 2015). Historically, behavior management has mostly focused on increased positive interactions among students, especially those from culturally diverse backgrounds with the intent of increased learning (Oakes et al., 2012).

**Basic Human Needs and Choice Theory**

William Glasser believed that there are five basic needs that all human beings have. These needs are survival, love and belonging, power, freedom, independence, and fun (Sagor, 2003). For students to thrive, it would seem important to ensure that these needs are being met in order for students to be as productive as possible (De Neve, & Devos, 2017b). Glasser further explains human behavior and its relationship to the basic needs as human beings making choices based upon their needs (Wubbolding, 2015).

The Choice Theory further exemplifies the need for methods in the educational environment that promote respect and fairness. Building respect among other people, including students, has a much more positive impact on behaviors as opposed to a culture which is punitive or seeks to place blame. This can be summarized as:
…We use the language associated with criticizing, blaming, complaining, threatening, punishing, and/or rewarding to try to get what we want. This external control language always harms and often destroys the relationships we must have for happiness and success. External control is a plague on all humanity.

Choice theory is exactly the opposite. Its language, never bossy or controlling, is always an attempt to work out the differences between people in a way that satisfies both parties. For example, open, fair, and noncoercive negotiation is always the choice for people who use this new theory. They will listen, support, sustain, tolerate, and be patient with one another (Glasser, & Glasser, 1999, pp. 3-4).

**Social Reconstruction**

Social reconstructionism is the idea that a more harmonious world and a better society can be created by addressing social issues in settings such as a classroom environment (Mondelo, 2015). In the past, many school environments created a culture where the school was isolated from the real lives of the students and was lacking in democratic values (Zuga, 1992). The concept of social reconstruction has established that these prior means of building relationships in schools were not effective in helping students become prepared for the real world, outside of the classroom (Zuga, 1992). The movement is based on the need to prepare students for society so that they will be productive members of society which will lead the direction for improved conditions throughout the world (Mondelo, 2015).
Summary of Theoretical Framework

The needs of human beings that Glasser describes along with the theory which hypothesizes why people make certain decisions in regards to the way that they behave demonstrates a need for positive practices in society. One such place in society would be the school setting where educators can create feelings of safety, love, belonging, power, freedom, independence, and fun which will help in foster positive choices and behaviors among students. This relates with social reconstructionism as it helps to meet the basic human needs of students, which in some cases may not be met in situations outside of the school. Meeting these needs while promoting positive choices will likely increase the academic outcome of students, which would one could reasonably assume would increase the likelihood of becoming a productive citizen after graduating, and thus contributing to a better world.

Glasser’s concept of basic human needs and the choice theory are essential in social reconstruction. Social reconstruction attempts to teach skills to students that will allow them to develop into successful citizens who can function in society and potentially improve the quality of their living environments. Social reconstruction attempts to provide students with many learning activities that are relevant to societal issues (Mondelo, 2015). However, basic needs of the students need to be addressed in order for them to function efficiently within the learning environment. Choice theory exemplifies many elements of social reconstructionism; they both have a desired outcome that involves students taking pathways that help them become citizens who act in a positive manner while making choices that will ultimately have a positive impact on their own life as well as the lives of other people in society (Glasser, & Glasser, 1999; Zuga, 1992).
Literature Review

The combined need of professional development and establishment of classroom management procedures is a major need of all teachers, but especially beginning teachers with little to no classroom experience (Kidd et al., 2015). With the opening of a new school facility where students and staff members are coming from a variety of different backgrounds, with many people not knowing one another, classroom and behavior management practices are also a part of establishing a positive and orderly school climate (Spelman et al., 2016). In a school that has a large population of students coming from backgrounds that have been historically neglected, based upon the number of Title I and Title III students (USDOE, 2018), it is a good idea to be proactive in establishing expectations in order for the teachers to be successful as determined by the North Carolina Teacher Evaluation Rubric (Appendix D) and for students to be successful as determined by their academic indicators as well as social indicators such as discipline.

Purpose

The literature will examine the evidence of the relationship between professional development and enhanced work performance while addressing the problem of beginning teachers struggling with classroom management. In the situation of opening a new school with large numbers of historically neglected students and stakeholders who are coming to a situation with varying expectations and backgrounds, the idea social reconstructivism is very relevant as there is a need to explore multiple social issues for the purpose of creating a positive situation (Mondelo, 2015). The effort to meet the needs of many different people while promoting ‘buy-in’ among the individuals demonstrates the Choice Theory in which a person must be motivated and act intentionally in order to satisfy a
need (Irvine, 2015). This is characterized by the description provided by Bellibas et al. (2016) of what quality professional development looks like and the ways in which teachers perceive it. The Choice Theory and the associated needs are defined by Glasser’s five basic needs (Wubbolding, 2015).

**Organization**

The first part of the literature review will discuss professional development and classroom management as they are related to the performance and success of teachers and students. This is heavily focused on the development of attitudes and the perception of oneself. Next, the literature review will examine the history of professional development and classroom management in recent times. Finally, the final section of the literature review will examine research that has already been conducted in professional development and behavior management in the public school setting.

**Major Themes of Classroom Management**

As described in Chapter 1, all teachers have a need to receive professional learning opportunities in order to improve the practice and quality of their instruction (Bellibas et al., 2016). There is also a need to establish classrooms that support social and emotional health of the students (Spelman et al., 2015) which when incorporated with school-wide structures and expectations can have a great impact on student outcomes as well as the enhancement school culture and climate (Kratochwill et al., 2018). Capturing Kids’ Hearts is the professional development program that the teacher researcher chose to focus on to address the needs of stakeholders of a new elementary school facility where little information was known about individuals (Kedzior, & Fifield, 2004) except for the fact that staff members would need the opportunity to interact with one another as well as
obtain some idea of what the school expectations would be (Dana, Thomas, & Boynton, 2011; Durlak et al., 2011). The needs of the students could only be assumed at the beginning of the implementation on the basis that the only thing known about the students was that they were primarily students who were historically neglected as they were coming from low-income households and/or have limited understanding of English language (Durlak et al., 2011).

Professional Development

Three of Glasser’s five basic needs from choice theory are: power, belonging, and fun (Irvine, 2015). Capturing Kids’ Hearts meets the need of power by providing choices to those who are involved in the program and by forming a teacher leadership team to help monitor and train other teachers on the implementation⁴. The program creates a sense of belonging by emphasizing that all interactions and participation are essential to the success of the implementation (Snow, Martin, & Dismuke, 2015) and by giving teachers the opportunity to engage in learning that will help them as professionals (Bayar, 2014). Capturing Kids’ Hearts is also what many people would consider fun as the presenters are very animated, there are many interactive activities throughout each session, and there is typically a relaxed atmosphere. Spreitzer and Porath (2012) point out that a joyful environment leads to positive results. In a study of more than 1,200 employees in various fields, Spreitzer and Porath (2012) discovered that when exposed to relevant learning opportunities in combination of a cheerful, high-energy atmosphere: overall performance increases by 16%, burnout occurs 125% less often, 32% show a

---

⁴ All teachers are supposed to have a rotation as a member of the leadership team in Capturing Kids’ Hearts.
greater commitment to the organization, job satisfaction increases by 46%, and there is an overall lower absentee rate.

**Development of Professional Learning for Teachers**

Schools and students are in need of good teachers just as teachers are in need of learning opportunities to maintain effectiveness and quality within their practice (Bellibas et al., 2016). It is typically agreed upon that that the quality of the teacher has a direct impact upon the outcomes of the students (Garwood, & Vernon-Feagans, 2017). Due to this impact, it is important to remember that teachers must be able to engage in important topics, express thoughts, collaborate with other professionals, and receive access to innovative information (Snow et al., 2015). Lack of involvement in such activities can have a negative impact on the quality of the instruction provided by a teacher as well as a loss of pride in the profession and a decrease in the likelihood of staying in the field of education (Zakrzewski, 2013). Data of 23 different schools that reported strong, consistent implementation of Capturing Kids’ Hearts demonstrated improvement in school culture, staff turnover rates, and teacher work habits in almost 100% of cases (Flippen Education Research, 2016).

Teachers who are new employees to a school or school district need some type of induction into the new organization just as beginning teachers with limited classroom experience need opportunity to familiarize themselves with the profession. In addition, all teachers must be able to adjust to the needs of the students within a school or district as the factors which impact the students may change from location to location (Kedzior, & Fifield, 2004; Scaglione et al., 2016). Educators cannot simply rely on information that they remember from their preparation program or techniques that have become
inadequate due to change in demand (Snow et al., 2015). “Teacher educator professional development must provide the cultivation and space for teacher educators as public intellectuals who are willing to engage and enact change at individual, program, and instructional levels.” (Snow et al., 2015, p. 60) With the more complex practices needed to address varying student needs (Kratochwill et al., 2018) and the potential unfamiliarity with characteristics of successful teaching (Scaglione et al., 2016), it is evident that teachers need to continuously be involved in learning opportunities tailored to meet different needs of individuals.

**The Benefits of Professional Learning in Classroom Management**

Humans are motivated by many different factors. The reaction to a particular factor is sometimes described as acting to meet one of Glasser’s five basic needs (Irvine, 2015) and to send a message to the surrounding world (Wubbolding, 2015). It is important to note that the choice theory points out the facts that people are often a product of their past experiences, but the choice of a response to a stimulus is an autonomous capability that can be enhanced through engagement in positive relationships and awareness of communication (Irvine, 2015). This implies that positive behaviors can be learned which is important in an educational environment as: “Classroom management is the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings. The purpose of implementing classroom management strategies is to enhance prosocial behavior and increase academic engagement.” (Kratochwill et al., 2018) The results from various studies, as mentioned earlier in the chapter, represent the value of providing quality professional development and practices that promote positive student behaviors. In addition to the measurable performance
outcomes, there is also an increase among unity and support throughout the whole school community (CCSRI, 2009).

**The Concept of Classroom Management**

While the concept of classroom management does fall into Glasser’s basic needs of power and belonging, it most heavily falls into the basic needs of survival and freedom (Irvine, 2015; Kratochwill et al., 2018). According to Kratochwill et al., (2018), “Research indicates that classroom management systems are effective in managing student behavior and learning because they sustain an orderly learning environment for students, enhance students' academic skills and competencies, and further social and emotional development.” At Wasilla High School in Wasilla, AK, with a student population of 1,100, the graduation rate increased from 76.14% to 91.5% and the number of discipline referrals decreased by 50% after a two-year period of consistently implementing Capturing Kids’ Hearts (Flippen Education Research, 2016).

Flippen Education Research (2016) shows data from various schools around the country, representing all grade levels, who consistently implement the classroom management procedures in Capturing Kids’ Hearts have gains in academic performance and decreases in discipline rates. The fact that the environment is orderly and students are becoming more aware of the social and emotional needs of others indicates that a well-managed classroom is a safe classroom (Crone, & Horner, 2003; Durlak et al., 2011; Kratochwill et al., 2018; Parsonson, 2012; Spelman et al., 2016). Capturing Kids’ Hearts also provides many examples of freedom in the processes of creating social contracts and responding to questions (Flippen Group, n.d.).
Connecting People

With research suggesting that positive behaviors can be promoted through positive interactions with other people, it is important for there to be routines and protocols on the classroom level as well as the school level that are nurturing, yet respectful (Crone, & Horner, 2003). This is especially important in working with historically neglected populations of students as they may have been exposed to past events that make it more difficult for them to choose positive responses (Wubbolding, 2015) and thus more difficult for the teacher to provide quality instruction in the presence of negative behaviors (Scaglione et al., 2016).

In addition to the need of establishing positive relationships in order to increase positive behaviors and academic gains, it is also necessary to get ‘buy-in’ from those who are involved in the process. For both students and teachers, it is important that there is some type of legitimate choice in order for a person to feel like they have had some type of input in the situation and thus more likely to work towards the desired goal (Wubbolding, 2015), which in the case of classroom management would be decreasing negative behaviors. For teachers, it is also necessary for professional development activity to be relevant and ongoing (Kedzior, & Fifield, 2004).

Setting Goals

In this study there are many different desired outcomes, the primary goal is for teachers to increase their professional knowledge and thus create better outcomes for students through the improvement of teaching practices. There are also several secondary goals anticipated by the teacher researcher such as establishing a schoolwide system that will promote positive interactions among stakeholders while creating a positive school
culture and climate for the new facility. In other words, it is desirable that the new school be successful and effective in providing opportunities for learning and teaching. It is reasonable to assume that this goal is shared with others as the Wake County Public School System is typically described as a good environment for meeting the needs of learners and a good place to work (North Carolina Teacher Working Conditions [NCTWC], 2016) and part of Glasser’s choice theory is that humans often base their wants on what they perceive as quality in the world around them (Wubbolding, 2015).

**Student performance.** Student performance is a major goal due to the school’s enrollment showing that the majority of the student population will be Title I and Title III which means that the students will be from low-income homes and/or have little English language proficiency (USDOE, 2018). These students who have been historically neglected, often face social challenges that will have a negative impact on their behavior and academic performance (Oakes et al., 2012). Professional development intended to promote effective classroom management is one way of establishing academic priorities that put many procedures and safety nets in place to ensure that the students will have every opportunity to be successful (Oakes et al., 2012; Kratochwill et al., 2018) and that every teacher will have the knowledge and skills to meet the needs of the students while minimalizing the occurrence of stress and burnout (Kratochwill et al., 2018).

Students who have had to face challenging situations and exhibit the related negative impacts have been historically neglected and blamed for their own downfalls as opposed to having people who know how to intervene and provide appropriate support (Oakes et al., 2012). On the contrast, teachers have also been criticized in the past for not knowing how to manage specific behaviors and made to feel that they are failures within
their profession (Valenzuela, 1998). Neither the students nor the teacher should have to accept the blame for failures when they have not received any training or support in how to successfully manage an issue (Johnson, & Kardos, 2002).

**School climate and culture.** Providing professional development on effective behavior management of students is also conducive in helping to build the identity of the new school. School climate can be characterized as the perceived quality of the school environment which is typically based upon test data, relationships, discipline, leadership, and attendance (CCSRI, 2009). This has been known for many years as Webster (1968) states that, “The interpersonal relations of the teacher, the management of the physical setting and procedural routines of the room, and the approach to instruction are all identified as being salient factors in the student’s environment.” (p. 32)

If effective, professional development on classroom management should immediately create the systems of relationships, discipline, and leadership. Wubbolding (2015) points out that positive relationships are a cornerstone in promoting positive behaviors in other people. Leadership should be presented in the form of supporting others and being able to select positive choices (Irvine, 2015). When successfully implemented, the characteristics described by Wubbolding (2015) and Irving (2015) will result in a decrease in discipline issues.

While the new school cannot immediately show indications of school climate in test data and attendance, a decrease in discipline problems along with the other characteristics of increased classroom management capabilities, should eventually lead to positive results in these areas (Kratochwil et al., 2018). Effective classroom management will allow the teacher to provide more quality instruction which should lead to higher
achievement (Kratochwil et al., 2018) and create a desire to succeed and make positive choices (Wubbolding, 2015).

**Shared vision.** Many who have conducted research in the areas of classroom management and/or professional development such as Kratochwill et al. (2018), Oakes et al. (2012), and Parsonson (2012) describe multiple levels of support and intervention as determined by the needs of the learner (Appendix A). The concept of having multiple levels of support also allows the benefit of action research (Appendix B) to prevail as there is a constant need to identify an area of focus, while collecting/analyzing data, and develop/implement/redevelop an action plan (Dana, & Yendol-Hoppey, 2014; Morales, 2016). These concepts align with recent initiatives from the Wake County Public School System and the North Carolina Department of Public Instruction (2016) to implement intervention systems such as Multi-Tiered Systems of Support (MTSS) or Response to Intervention (RTI) in order to address varying needs of students and promote success of historically neglected students in order to stop a cycle of negative circumstances such as poverty (Kilpatrick, 2017).

Historically, many students became victims of their own uncontrollable circumstances. There was an outlook that presented a one-size-fits-all concept in managing student behavior where those who made negative decisions made the choice at their own free will and must suffer the consequences (Mondelo, 2015). Now that greater research has been conducted, researchers conclude that students must be taught many of the skills that are involved in making positive choices (Irvine, 2015) and there are multiple levels of support to promote such capabilities (Oakes et al., 2012).
The Need for Capturing Kids’ Hearts

Stakeholders had a large spectrum of opinions and attitudes; some teachers were excited to be part of a new adventure while some had been displaced from their previous school due to lowered enrollment (De Neve, & Devos, 2017b). Similar to the staff members, some families were happy to be joining a new facility which promised to provide current trends and innovations in school facilities while others were annoyed to have to transfer schools for a variety of reasons. The needs of the students and staff of the new elementary school could best be summarized as a need to build relationships, promote learning, and establish a positive school identity (Valenzuela, 1998). The implementation of a program designed to build positive relationships and reinforce positive behaviors with the ability to encompass the entire school while providing opportunities for personalization (Bellibas et al., 2016) would seem to be the best way to start in order to meet the known needs of the stakeholders and to have a positive and productive start to the school’s service of students in the community (Center for Comprehensive School Reform and Improvement [CCSRI], 2009).

As a leader within the school, the teacher researcher recognizes that there are many different feelings and attitudes of people who will be a part of the school community so the need to establish a feeling of comfort or well-being is an essential starting point (Crone, & Horner, 2003). Implementation of the Capturing Kids’ Hearts program and professional development, which is designed to promote positive behaviors, build relationships, and expand leadership opportunities for both teachers and students is one way of creating a sense of well-being. Sagor (2003) poses theories as to what can be done to promote a sense of well-being in schools in Motivating Students and Teachers in
*an Era of Standards* which is based around William Glasser’s theory of human needs which are summarized as: Competence, Belonging, Usefulness, Potency, and Optimism. This concept is heavily related to social reconstructivism in the fact that it is exploring social issues with intent of making better situations (Mondelo, 2015).

Students and teachers need to feel a sense of belonging as there are hierarchies that unintentionally create feelings of alienation such as reputations, popularity, etc. (Sagor, 2003). Students and teachers need to feel as if they are useful and a vital part of their environment which is the classroom as opposed to playing the blame game or submission to generalizations of poor quality (Sagor, 2003). The need to have positive feeling can be addressed through positive social interactions which lead to stronger relationships (Zakrzewski, 2013). Allday and Pakurar (2007) conducted a study where they observed three students prone to disruptive behaviors who were exposed to a consistent positive interaction with the teacher involving a friendly greeting upon arrival which was expressed to the student by name and included a positive comment. The addition of this single interaction was enough to increase the on-task behavior in class from 45% to 75% in a very short period of time (Allday, & Pakurar, 2007). In a sample of 42 teachers, 88% reported lower stress and greater job satisfaction after applying strategies that promote positive student behavior (Parsonson, 2012).

**Benefits of Capturing Kids’ Hearts**

With Beaverdam Elementary School being a new facility, it is difficult to determine needs due to a lack of available data with stakeholders coming from many different places. Some obvious needs rely on the basis that teachers need training on how to address disruptive student behaviors (Oakes et al., 2012) as well as interaction with
other professionals in order to create a positive educational environment (CCSRI, 2009). These needs are even more essential for beginning teachers who must handle the pressure of opening a new school while learning how to navigate and function in a profession that is also new to them with little past experience to build upon (Dias-Lacy, & Guirguis, 2017).

Irvine (2015), along with many other researchers such as Mondelo (2015), Crone and Horner (2003), and Zuga (1992), relate positive outcomes to choice theory and Glasser’s five basic human needs of survival, freedom, power, belonging, and fun. The Flippen Group’s (2016) Capturing Kids’ Hearts program has a design that allows these needs to be met on many different levels. Survival would include being able to handle a situation when it occurs (Irvine, 2015) which is what Capturing Kids’ Hearts is designed to do by creating structures where teachers can attempt to redirect the behavior of a student while the student has certain options in how to respond. Freedom and power are present in the program’s flexibility to tailor certain aspects to meet individual needs along with the freedom and power to express certain reactions. Belonging is feeling as if you are part of a group (Wubbolding, 2015) which is demonstrated in Capturing Kids’ Hearts in the delivery methods of the professional development program; the presenter attempts to establish a sense of togetherness along with common goals in supporting students. Belonging and power are also evidenced in the program’s ‘process champion’ feature where teachers are selected in phases to participate in smaller group activities with the company’s presenters with the goal of the teacher being able to demonstrate leadership by sharing the information with others at the school. The program also establishes similar opportunities for students in their classroom community. Capturing Kids’ Hearts is also
designed to be fun for teachers as it is delivered in a relaxed environment while meaningful learning outcomes are still present.

**Potential Problems Associated with Capturing Kids’ Hearts**

Research shows that implementation of a professional development program focused on classroom management such as Capturing Kids’ Hearts is likely to result in positive outcomes for student academic performance, teacher job satisfaction, and school climate. However, the program can likely lend itself to increased frustration if not implemented correctly. One of the foundational guidelines of Capturing Kids’ Hearts is that it must be implemented consistently, monitored, regularly followed up on, and reviewed on a regular basis (Flippen Group, n.d.). These guidelines are standard descriptions of effective, quality professional development (Bellibas et al., 2016; Bayar, 2014). Additionally, teachers must also remain consistent and persistent in their utilization (Parsonson, 2012) of Capturing Kids’ Hearts strategies and create ways to self-monitor behaviors for the students and teacher (Durlak et al., 2011), otherwise the techniques will be ineffective (Flippen Group, n.d.).

Due to the potential effects of weak implementation, it is necessary to assess initial understanding of staff members who have completed to professional development (Bambrick-Santoyo, 2012). Utilization also needs to be monitored on a regular basis (Flippen Group, 2016) with critical feedback that can be used to improve practices (Dana, & Yendol-Hoppey, 2014). A team of teacher-leaders and administrators with a set calendar of checkpoints would be most effective in evaluating implementation (Bambrick-Santayo, 2012). There is also a potential need for more prescriptive action steps and reflective dialogue (Peaden, 2015) for those teachers who may intentionally try
to resist the program, also known as “DUCKS” (dependent upon criticism killing success) according to the Flippen Group (n.d.). Like most behavior management programs (Crone, & Horner, 2003), Capturing Kids’ Hearts has the maximize impact when the effort is supported as a school-wide effort (Flippen Group, 2016).

Conclusion

The benefit of implementing Capturing Kids’ Hearts is that it meets the basic needs that are considered essential for human success (Irvine, 2015) and addresses an area that many researchers consider to be a common area of need among teachers (Oakes et al., 2012), especially teachers with limited experience within a classroom setting (Dias-Lacy, & Guirguis, 2017); the area being classroom management and its impact on student performance (Kratochwill et al., 2018). The ability to manage behavior is extremely important as historically neglected student populations tend to have a greater struggle with academic performance due to implications of past experiences (Oakes et al., 2012) which characterizes the majority of the projected enrollment of Beaverdam Elementary School. While the school community is at a loss in terms of knowledge of the various stakeholders and their unique needs, Capturing Kids’ Hearts is broad enough to potentially benefit everyone who is involved. Capturing Kids’ Hearts also has potential helping to establish a school culture as it is based on the idea of making positive decisions and building relationships which are skills that are essentially needed by all human beings (Irvine, 2015).
CHAPTER 3

METHODOLOGY

The purpose of this chapter is to describe the methods that were used to answer the research question: *What is the impact of Capturing Kids’ Hearts on improving the classroom management of beginning teachers and district new-hires in an elementary school setting?* Through the research, the teacher researcher hoped to determine if Capturing Kids’ Hearts is an effective professional development program that can help beginning teachers overcome struggles in the area of classroom management while creating a school-wide foundation of expectations and processes that could be beneficial to all staff members. To answer the question, the teacher researcher developed a plan based upon the four basic steps of action research which are described by Mertler (2014) as: planning, acting, developing, and reflecting. With the research seeking to address the issues classroom management obstacles and provide quality support to new teachers within the unique situation of a new facility with limited knowledge of the needs and abilities of students and teachers, action research was an appropriate method as it allows for experimentation combined with reflective practices that allow for changes and adjustments to the implementation (Mertler, 2014).

This chapter describes the methods and design utilized by the teacher researcher. The purpose of the research, the problem of practice, and the guiding question will also be revisited in order to focus on the desired outcomes. Additionally, the chapter will
describe the setting in which the research will be conducted along with a plan of how to utilize data and share it with other stakeholders.

**Purpose Statement, Problem Statement, and Research Questions**

The problem deals with challenges in dealing with student behavior faced by many teachers, especially beginning teachers. The challenge of managing student behavior has been shown to be more common than many other challenges within the classroom and is highly indicative of teacher effectiveness (Spelman et al., 2016). In addition to the specific challenge of classroom management, the problem is also tied to the need to provide relevant professional development to a broad audience (Bayar, 2014) while maintaining the expectations and acting within the guidelines of the state of North Carolina and the Wake County Public School System (Dana et al., 2011). However, the protocols described by the state and district can sometimes be broad, inconsistent, or subjective.

With guidance from governing bodies regarding professional development lacking clear definition, professional development can often be poorly designed or even irrelevant. Additionally, with limit amounts of time for professional learning, budget restraints, and an emphasis on standardized test grades, professional development is often focused on an academic content area (Sagor, 2003). Training focused on classroom management is often neglected, despite being a foundational skill that supports other aspects of the learning environment such as student academic gains and teacher motivation (Durlak et al., 2011) and a common challenge for many teachers (Spelman et al., 2016).
The teacher researcher had little knowledge of the student population aside from the fact they would be accompanied with funding from Title I and Title III which are historically neglected populations. There was also little knowledge of the staff members aside from information learned during interviews and the fact that they were coming from various backgrounds (e.g. other schools within the district, other districts within North Carolina, out of state, and recent college graduates). The lack of background knowledge of the stakeholders presented a challenge of providing staff members with professional development that was relevant and useful (Bellibas et al., 2016) with the potential to be applied to multiple student scenarios (Crone, & Horner, 2003) and begin the construction of a new school culture (CCSRI, 2009).

With these factors in mind, professional development on classroom management seemed to be a valuable option as techniques are continuously evolving and therefore provide opportunities for growth to many teachers regardless of previous experiences and background (Kratochwill et al., 2018). It also followed the direction of the Wake County Public School System (Dana et al., 2011) as they were in the first year of implementing Capturing Kids’ Hearts in Title I schools that received a performance grade of C or lower. Additionally, the district promoted the professional development program as highly effective based on data and research (Basil et al., 2012) and indicated that it would be high quality in terms that it would be continuous and regularly reviewed (Bellibas et al., 2016).

The opening of a new school facility presents many challenges on its own. However, past experience and anecdotal data created a greater potential for beginning teachers to encounter struggles (Baker et al., 2016). This can be attributed to inadequate
practice within pre-teaching service combined with needs that are often overlooked (Johnson, & Kardos, 2002). Newly hired teachers with experience outside of the Wake County Public School System, while less likely than inexperienced, beginning teachers, still occasionally struggle in navigating their new environment. As a whole, North Carolina requires very little from the individual school districts in inducting new employees that are not considered inexperienced, beginning teachers (NCSBE, 2016). As a school district, the Wake County Public School System provides a different environment in comparison to other districts within the state; it is the largest district with approximately 200 schools while most districts have 50 or less, it has the highest operating budget which leads to additional initiatives aside from the general state requirements, and progressive professional development within the district leads to methods that may differ from those that exist within districts that are more rural or isolated from areas with high levels of innovative initiatives and increasing expectations from the community.

While the occurrence of a struggle or challenge for any teacher or educator is somewhat unpredictable, inexperienced, beginning teachers and experienced, newly hired teachers in the district present the greatest likelihood of encountering some type of challenge that could lead to increased stress or decreased effectiveness (Scaglione et al., 2016). In addition to the needs of these teachers, in determining the effectiveness of the action research with a staff membership of greater than 70 people would present challenges in measuring outcomes as well as finding common factors which need revisiting (Mertler, 2014). Examining beginning teachers and experienced, district new-
hires would provide a clearer analysis of the action research while providing focus on those who are most likely to require additional support (Spooner-Lane, 2017).

With research indicating that classroom management is a common challenge for many educators (Spelman et al., 2016) yet is a topic that is often neglected despite having a heavy impact on overall teacher effectiveness (Durlak et al., 2011), there is a potential to promote positive outcomes from the school while eliminating a possible hindrance. In addition to the research, the teacher researcher has encountered many beginning teachers and significant numbers of experienced teachers who are new to the district struggle with classroom management for various reasons within his associated schools and even under his support as a mentor or administrator. With these considerations, the purpose of the research was guided by the question: What is the impact of Capturing Kids’ Hearts on improving the classroom management of beginning teachers and district new-hires in an elementary school setting? In determining aspects of the professional development focused on classroom management that show effectiveness and/or aspects that need to be adjusted, it is possible to reach greater student outcomes, higher levels of job satisfaction among teachers, and establish a positive school climate and culture in schools regardless of their populations. With action research allowing educators to repeat practices after making adjustments based on previous attempts (Mertler, 2014), it is likely to guide future classroom management programs and thus lead to greater success from the school.

**Research Context**

**Statement of Positionality**

In this action research project, the teacher researcher was the Assistant Principal of Beaverdam Elementary; one of only two administrators. Additionally, the teacher
researcher was only a second year administrator with his previous year being at a high school. The teacher researcher was previously an elementary school teacher who worked under the same principal that he was with at Beaverdam Elementary so he had a greater level of prior knowledge as to the expectations of the principal. In the past the teacher researcher had been recognized and awarded as being one of the top teachers in the state of North Carolina; he has high expectations of all educators and a strong desire to see students being successful. With this background, the teacher researcher approached the action research with an extremely optimistic attitude along with great expectation for the process and outcomes of the action research project.

**Research Site**

The location of the research is Beaverdam Elementary School which is a medium-sized elementary school within the Wake County Public School System. Wake County is part of the rapidly growing Research Triangle Park. Beaverdam was a new school which first opened for the 2016-2017 school year located within the city limits of Raleigh, NC, but on the border of the suburb of Knightdale, NC. Beaverdam was built in order to ease overcrowding of other schools and included a traditional school year calendar as the district was beginning a transition away from single-track year-round schools; students transferred from Wilburn Elementary and River Bend Elementary in Raleigh and from Forestville Road Elementary, Lockhart Elementary, and Knightdale Elementary in Knightdale.

The Wake County Public School System typically opens approximately five new schools per school year; normally new schools are populated at 50% or less capacity during their first year. However, Beaverdam Elementary opened with approximately 700
students with a core capacity of 900. Figure 3.1 shows how the population of Beaverdam Elementary compares to the average elementary school in the Wake County Public School System along with two other new schools that opened in the 2016-2017 school year.

![Figure 3.1. Comparison of Beaverdam Elementary School’s opening population compared with the district and two other new schools that opened at the same time (NCDPI, 2013).](image)

Beaverdam was a Title I school based upon 68% of the student population coming from households that are considered socioeconomically disadvantaged; this is higher than the district where the average percentage of students coming from economically disadvantaged households being 40% or less (NCDPI, 2013). Based on the Special Provisions Report on the NCDPI (2016) website, Beaverdam served a population that was approximately: 42% Hispanic, 37% African American, 15% white, and 6% Asian, Indian, or multi-racial. Figure 3.2 displays the demographic makeup of Beaverdam Elementary School.
Research Sample

For this project, the teacher researcher examined two groups of teachers: beginning teachers with three or less years of experience and teachers with greater than three years of experience who were newly hired to the Wake County Public School System. Within the group of beginning teachers, there were three female teachers from 1st and 4th grade. Within the group of teachers who were newly hired into the district, there were seven females from kindergarten, 1st grade, 4th grade, 5th grade, Exceptional Education, and Specialists and three males from 3rd grade, 5th grade, and Specialists. Of the 13 teachers included in the sample, 7 were white, 5 were African American, and 1 was Hispanic.

The sample population includes a wide range of different teachers within the elementary school setting. The results of different genders and race will not demonstrate any relationship between these demographics and teacher effectiveness. Instead, the
research is focused upon finding strengths and areas for improvement within the implementation and outcomes of the Capturing Kids’ Hearts program that can be generalized to larger groups of educators and common practices. Multiple data points relating to the sample population’s classrooms will be collected and analyzed.

The classrooms were selected due to several factors. First, they were all assigned to a district new-hire teacher or a beginning teacher which created a good sample of classes. Second, in selecting these groups of teachers, it provided student representation from all grade levels with the exception of 2nd grade. Additionally, the ratios of gender and race were consistent throughout the classrooms.

While all teachers at Beaverdam Elementary School were monitored on their implementation of Capturing Kids’ Hearts, beginning teachers and district new-hire teachers were on a schedule that allowed them to be observed more frequently than other teachers and on a more regular basis.

**Action Research Design**

This section will describe the general characteristics of action research within the first part. With the research being conducted through the process of action research, it is necessary to understand the definition and how it may impact the study. The following part of this section will provide a detailed description of the design and steps related to the research question: *What is the impact of Capturing Kids’ Hearts on improving the classroom management of beginning teachers and district new-hires in an elementary school setting?*
**Action Research**

Action research falls into four basic stages: planning, taking action, analyzing data, and reflecting. After this occurs, you will revisit the plan and adjust actions and go through the process again (Mertler, 2014). Action research is a spiraling process in which the goal is continuous improvement (Mertler, 2014). Mertler (2014) points out a very unique component of action research which is when the researcher is a professional within the setting who is actively engaged in the research and able to reflect on their own practice and make adjustments based on live results, in the case of a school, this would be teachers, administrators, specialists, interventionists, student support providers, etc. Traditional research projects involve a researcher who observes and collects data while remaining separate from the immediate environment.

**Ethical considerations in action research.** This research project involved ethical risks which needed to be evaluated and addressed. In any research study, the researcher must act responsibly and consider accuracy of reporting and privacy and protection of subjects when humans are involved (Creswell, 2011). In the research setting of this project which is a public elementary school, there are multiple adult professionals that may be studied as well as elementary students who would be under the age of 18 and considered a child. Information intended to be reported was evaluated and appropriate actions were taken to ensure privacy.

The protection of privacy and identity of human subjects involved in the research project is the most important factor to consider. While it may seem inappropriate to limit the amount of information provided to subjects, it is actually the safest practice in the case of this research project. Providing details of the research study or attempting to
collect consent documentation would not only pose a threat to the validity of the findings, it would also create links between various individuals and the study and thus creating a risk of otherwise anonymous information becoming identifiable.

**Informed consent.** Adult research subjects that were included in the research study were provided with information stating that the teacher researcher would be collecting data based upon Capturing Kids’ Hearts in order to determine the effectiveness and benefits. However, informed consent is not necessary for this research project as the “research is conducted in established or commonly accepted educational settings… [and is] on the effectiveness or comparison among instructional techniques, curricula, or classroom management methods.” (United States Department of Health & Human Services [USDHHS], Office for Human Research Protections [OHRP], 2009)

Additionally, teachers are unaware of which sets of data belong to any specific individual and thus the only connection by the subject and the research would be created through consent documentation (USDHHS, OHRP, 2009).

There is also a minimal risk to the students involved in the research project. Student data does not include any identifying characteristics and is based upon data that is published by the state of North Carolina and assessable to the general public. Because of these factors and the minimal risk, student privacy would more likely be compromised through any collection of consent documents from parents or guardians (USDHHS, OHRP, 2009).

**Student rights and confidentiality.** As previously mentioned, student data is based upon information that is assessable to the general public. The collection of consent documentation or an opportunity for the students or their parent/guardian to obtain
detailed information about the research to understand the desired outcome and/or necessitate an ability to opt-in or opt-out would create an increased risk of privacy violations.

Collection of consent documents related to student involvement could potentially damage the study and lead to misleading or invalid data (Creswell, 2011). Students having knowledge of the research study could potentially lead to changes in behavior based upon the perception of the desired outcome. Because of the risk of altered research results, the research project is exempt from consent collection (USDHHS, OHRP, 2009). In addition to altered results, the research project is also exempt from consent collection based on the common educational environment, no collection of student observations, no identifying information, and utilization of public data (USDHHS, OHRP, 2009). (See Appendix N)

**Design of the Study**

While there are many individual models of action research, all action research methodology is summarized by four similar, basic steps (Mertler, 2014). These common, basic steps are to plan, act, develop, and reflect (Appendix E). Within each of these steps, it is necessary to complete the cycle of action research (Appendix B): identify a focus area, collect data, evaluate data, and develop an action plan. Models such as Riel’s Action Research Model (Appendix F) provide a more complex study with the addition of steps targeted to promote positive changes that include: development of an improved system, current situation analysis, implementation of improvements, review of changes, report findings/recommendations.
Riel’s Action Research Model is the model that the teacher researcher found to be most similar to the process involved in this study. There were multiple cycles involved with the action research involved in this study: first the process was utilized in determining a way to meet the needs of the stakeholders at a new school, next the initial implementation of beginning the utilization of Capturing Kids’ Hearts began, and later adjustments had to be made after reflecting on the outcomes from the most recent cycle of research.

**Planning**

Similar to most activities in education, it is necessary to create an initial plan. This provides an overview of when things are going to happen and what is involved in the particular process. Planning can be successfully drafted through the cycle of action research which guides the researcher toward a greater understanding of a topic that will result in a more effective implementation.

**Identify a focus area.** Before any action can be taken, the researcher must determine the focus of the study. This includes identifying a problem of practice that needs to be addressed and a rationale for why the topic is problematic.

For this study, the teacher researcher was challenged with finding a professional development program that would be meaningful and produce positive outcomes for an audience that was unknown. This created a focus on trying to find something that could be beneficial to a broad audience while incorporating ways to build relationships and begin establishment of a school culture.

**Collect data.** After the focus is determined, the researcher should review information that is currently available relating to the problem (Creswell, 2011). This will
allow the researcher the opportunity to review current data, past research studies, literature sources, and opinions of other experts in the field. This will provide a higher depth of knowledge relating to the problem.

In reflecting upon qualitative data such as previous formal and informal teacher observations, the teacher researcher determined classroom management to be a topic that could be useful to almost any educator due to the changing nature of practices (Crone, & Horner, 2003) combined with the underlying creation of expectations and positive relationships (Valenzuela, 1998).

**Evaluate data.** Once relevant data has been collected and reviewed, the researcher must determine the most critical components in order to draw conclusions. These conclusions will provide the researcher with a priority target related to the focus; there may be other targets that are relevant to the problem, but the researcher must determine what is most critical (Creswell, 2011).

The teacher researcher then evaluated quantitative data to narrow the focus. Previously, the teacher researcher noticed lower student performance on standardized tests in classes led by teachers with weaker classroom management skills. Multiple studies such as those mentioned in Chapter 2 have shown strong relationships between the academic performance of a student and the atmosphere of the classroom. This implies that professional development on classroom management would produce some type of positive outcome for the students that are involved.

**Develop an action plan.** After the best path is determined to address the problem, the researcher must then determine the process in which the study will be executed. The cycle then restarts as the researcher strives to promote positive change.
In order to analyze the relationship between student achievement and application of the process by the teacher, it is necessary to establish an experimental group that can be analyzed and possibly applied to a larger audience. With there being a limited number of inexperienced teachers and teachers who are coming from outside of the district, these two categories were determined to be appropriate for the sample population. It is also reasonable to use these groups as they have an increased likelihood to need a higher level of support and mentoring (Yendol-Hoppey, & Dana, 2007) in comparison to teachers who have worked within the district for a larger number of years.

**System of implementation and support.** A vital part of establishing an action plan is determining the structure of rolling out the program followed by the periods in which follow-up trainings will be provided. It is also necessary to establish a method in determining which research subjects may need support or guidance in order to implement the plan.

**Overview of the Capturing Kids’ Hearts program.** Capturing Kids’ Hearts contains attributes within its process that address the problem of inadequate training in classroom management as it provides systematic steps and activities (Crone, & Horner, 2003) that have shown positive outcomes for students and teachers (Flippen Education Research, 2016). In addition, support is provided to beginning teachers as the program is intended to reach educators of all experience levels while providing a school-wide initiative that will allow collaboration and reflection among many professionals (De Neve, & Devos, 2017a). This allows for the simultaneous support of beginning teachers (Dias-Lacy, & Guirguis, 2017) while setting standards and expectations for the entire school community (CCSRI, 2009).
The rationale of the Capturing Kids’ Hearts professional development was first presented to staff members at the initial staff meeting in August 2016. The teacher researcher presented an overview of Capturing Kids’ Hearts: the program would help establish a consistent process for the new school, it would help build positive relationships, and it would help promote behaviors that are conducive towards an effective learning environment. The overall tone of the initial presentation was positive as teachers seemed happy with the opportunity and voiced optimism towards the development of consistent, positive practices and procedures.

The Flippen Group includes a pre-determined schedule within the Capturing Kids’ Hearts program of providing training and follow-up with a consultant from the company along with methods to provide support on an as-needed basis (Appendix G). In addition to the support systems provided by the Flippen Group, the teacher researcher also found it necessary to provide additional support and extra data collection to the focus population of beginning teachers and district new-hires. One way of providing additional support is to incorporate a discussion of Capturing Kids’ Hearts at the monthly Beginning Teacher-Mentor Meeting which is mandated by the Wake County Public School System. This provided a platform where beginning teachers can have an open discussion about questions and concerns in the company of experienced educators such as the mentors, the mentor coordinator, and the school administration. Additional data is collected through use of a walk-through tool (Appendix C) which provides detailed information on various aspects of the Capturing Kids’ Hearts program which the teacher researcher is able to utilize in providing feedback.
Acting

For this research study, the Capturing Kids’ Hearts program which is designed by the Flippen Group provides very specific steps that must be taken in order to obtain positive results. According to Mertler (2014), there are two parts that make up the acting stage: implementation of the plan and analyzation of the data.

Implementation. During this phase, most staff members were very intentional in making sure that various aspects of launching the program had been established. This involved modeling positive behaviors, speaking to students in a respectful way, and creating classroom behavior contracts intended to establish classroom rules. Specific guidelines from the program were followed and showed indication of a strong start.

Initial training. The initial training of Capturing Kids’ Hearts provided by consultants from the Flippen Group was held over two full days in August 2016 at Rolesville High School as construction of Beaverdam Elementary School was still incomplete. Due to the large staff population of Beaverdam Elementary School, two sessions were held simultaneously with one session working with a group that consisted of K-3rd grade teachers and Exceptional Education teachers while the other session worked with 4th and 5th grade teachers and specialists. The teacher researcher attended the training session with the 4th grade, 5th grade, and specialist teachers on the first day and the K-3rd grade teacher and Exceptional Education teachers on the second day.

Analyzing data. During the initial implementation which was measured over a four-week period, informal observational data along with data collected from the walk-through tool showed a high level of engagement and implementation. During this time
frame, the only data available was the qualitative data described, quantitative data was still unavailable for review.

However, during the next two four-week periods, there was a sharp decline in the level of strategies that have been observed. In addition to this data, there was also quantitative data relating to discipline referrals that was beginning to surface. The loss of enthusiasm, motivation, and persistence is a common factor in professional development that often leads to deterioration of the program (Zareie, Nasr, Mirshahjafari, & Liaghatdar, 2016). The data also showed an indication that teachers who were observed less often in engaging in the practices of Capturing Kids’ Hearts were also those who had started submitting discipline referrals.

**Qualitative data.** Qualitative data was provided by observing teachers within the sample group and evaluating their perceived attitudes. Qualitative data was also apparent in the quality of Capturing Kids’ Hearts products that had been created by the sample group of teachers. This information allowed the teacher researcher, along with the other school administrator, and academic support teachers to make reasonable judgements about how the Capturing Kids’ Hearts program was progressing among certain teachers.

**Qualitative data collected through monitoring of teacher behavior.** The qualitative data was a result of being able to track the behaviors of the teachers within the sample groups. The walk-through tool allowed the teacher researcher to observe the behaviors and then record them through a digital version of the walk-through rubric found in Appendix C. The data collection from the walk-through tool made it easy to provide feedback to teachers which was based off of recorded observations. Informal observations were continuously being made by the entire administrative team and
academic support specialists throughout the day and in all areas of the school. These informal observations allowed the administrative and academic support specialists to make informed judgements about particular teachers. This gave the teacher researcher the opportunity to take additional action through conferencing with the teacher, providing support through a colleague capable of supporting the teacher, and/or increasing the frequency of walk-throughs for a particular teacher.

**Quantitative data.** Quantitative data was provided by a walk-through tool that allowed the teacher researcher to document certain aspects of Capturing Kids’ Hearts that were being utilized by the sample group of teachers. The walk-through data was collected multiple times per week and then analyzed approximately every two weeks to look for trends among certain teachers. Additionally, student data from certain teachers was gathered and analyzed. This data included academic measurements such as scores from standardized tests and common assessments as well as discipline data.

**Developing**

The next step in action research involves development of future steps based upon data that has been collected. Due to data pointing to a decrease in implementation and an increase in student behavior problems, it was necessary to initiate a “refresh” which is stopping to discuss what elements have created challenges, what we can do to revive the program, and why it is necessary to maintain persistence and continue supporting the program (Flippen Group, n.d.).

A logical next step in moving forward and making adjustments was to hold a staff meeting in which we discussed observations, including the discipline data. We emphasized the importance of maintaining a positive environment in regards to
management of student behavior and relationships. There was also an emphasis on why it is important for a new school to remain strong on such issues. School leadership modeled a commitment to the program by engaging the staff in rewriting the social contract developed for staff meetings and providing role play opportunities for appropriate actions versus inappropriate actions in regards to Capturing Kids’ Hearts. The staff meeting provided a sense of renewal to a staff that has faced the stress of preparing a new school building in just days before students arrived while maintaining a program such as Capturing Kids’ Hearts while instructional materials and furniture are still missing from their classroom settings.

Reflecting

The final stage of action research is to process the things that have been observed and learned through the process (Mertler, 2014). The teacher researcher must consider aspects that went well along with aspects that have presented challenges. Reflection also involves sharing the findings with other stakeholders; the district representatives and the School Improvement Chair for Beaverdam expressed the greatest interest in findings as they were wanting to utilize the results in determining a larger scale plan for the school. Another important aspect of reflection is determining what needs to be changed within the process to continue creating positive outcomes.

Initial reflection after first training session. Both groups of teachers had an overall willingness to participate and engage in the learning opportunity. However, the group with 4th grade, 5th grade, and specialist teachers was observed in having more off-task behaviors from the participants. Of the research sample, almost all beginning teachers and district new-hire teachers were observed as being engaged and focused in on
the professional development presentation. The only exceptions within the research sample were a 4th grade beginning teacher, a 4th grade district new-hire teacher, and the male 5th grade new-hire teacher. The two 4th grade teachers were occasionally observed in off-task behaviors such as sidebar conversations, making jokes, or passing notes. The occurrences of their behaviors were less than two incidents per hour. The 5th grade teacher remained off-task for a large majority of the time in which he was observed by the teacher researcher. His behaviors included inappropriate comments, utilizing his laptop for unrelated activities, and socializing with another 5th grade teacher who happened to be a veteran teacher from within the district. The teacher researcher addressed the situation with the three individuals at the conclusion of the session by re-emphasizing the importance of gaining this knowledge and explaining that the behaviors gave the impression of disrespectfulness while creating potential distractions for other staff members. The teacher researcher also debriefed with the presenter of that particular session; she expressed the same concerns and proposed creating a different seating assignment for the group on the second day of training. The teacher researcher was not present with the same group on day two, however the school’s principal and the presenter indicated that the problems did not occur in the same intensity.

The teacher researcher was not present with the group containing the K-3rd and Exceptional Education teachers on the first day of training. Based upon feedback from the school principal and the presenter for that group, all teachers were productive, respectful, and actively engaged. This was also the observation that the teacher researcher made when observing the group on the second day.
The initial observations and reflections during the first part of the implementation of Capturing Kids’ Hearts provided the teacher researcher with some insight on which staff members may have experienced more buy-in of the program than others. This was helpful in creating an idea of adjustments that may need to be made as the implementation continued to progress.

**Conclusion**

The purpose of this action research study was to provide professional development to a community with unknown needs while ensuring that the training is useful and likely to produce positive outcomes. By implementing Capturing Kids’ Hearts, I attempted to answer the question: *What is the impact of Capturing Kids’ Hearts on improving the classroom management of beginning teachers and district new-hires in an elementary school setting?*

Skills in classroom management is something that is often useful to many different teachers. It is especially helpful for those who may have a current weakness in the skill such as inexperienced beginning teachers and district new hires. Classroom management is very much a factor in determining the academic gains of a classroom (Parsonson, 2012). Chapters 1-3 provide an explanation of the problem, a sample of literature that supports the research, and an overview of the design in which the study is delivered. Chapter 4 will present the findings of the action research study, including data collection from the experimental group. Chapter 4 will also present a statement as to the effectiveness of the research and details regarding the multiple aspects of the program. Chapter 5 will analyze the findings of this research and determine the potential for future
implementation of the program itself or the usefulness of the findings in different action research studies.
CHAPTER 4
RESEARCH FINDINGS

Chapter 4 presents the findings from the action research study of how implementation of Capturing Kids’ Hearts on the classroom management of beginning teachers and experienced teachers who are new-hires to the Wake County Public School System. Classroom management is often a struggle of teachers within public school classrooms. This struggle could be attributed to a variety of factors such as weak relationships, lack of preparation within preservice teaching, or expectations differing from those of the district. Many educators put great effort into finding effective classroom management systems that work for them within the setting of their classroom. However, like many techniques that involve personal behaviors, what works for one person may not work for another. Additionally, the implementation of many different classroom management strategies within an individual school setting has potential to create inconsistencies and confusion among stakeholders. With Beaverdam Elementary School being a new facility, it was necessary to find professional development that had the potential to benefit a large audience in addition to having the benefit of providing initial skills to beginning teachers and district new hires. The action research involved the implementation of a behavior management program known as Capturing Kids’ Hearts; the program provides skills that are generic enough to impact educators of varying experience while containing quality skills that will be necessary to establish a school-wide behavior management model that will promote positive relationships among all
stakeholders, increase positive behaviors from students, and ultimately lead to higher outcomes for the students.

Chapter 4 reviews the data which was collected by the teacher researcher throughout the action research project. Data includes both quantitative and qualitative measures from teacher performance and student performance. The emphasis of the data is to determine the impact on beginning teachers and district new-hires, but comparative analysis from the whole staff population is necessary to evaluate any patterns or inconsistencies.

**Problem of Practice**

The PoP for this action research project is based on the need of beginning teachers and district new hires in terms of classroom management. Capturing Kids’ Hearts was the professional development program chosen to address these needs. The program provides strategies and structures that will create a positive environment within the classroom setting. New teachers are a vital part of a successful school for a number of reasons including replacing experienced teachers (BTSP, 2016). Most people would agree that the quality of a teacher is related to the success of the student (Garwood, & Vernon-Feagans, 2017). This makes it crucial for teachers to be able to successfully maintain a classroom environment.

In addition to supporting beginning teachers and district new-hires, it was also important to provide quality professional development to staff members who were coming together for the first time as they opened the new elementary school. Educators often have to adapt to changing circumstances; the opening of a new school not only created a new setting, but also set the challenge of establishing the school culture. When
it comes to the complexities of classroom management and the ever-changing
environmental facts which impact the behaviors of children, many teachers are in need of
clear, specific guidelines for handling issues that may arise as well as performance
feedback that can be utilized for growth (Parsonson, 2012). Capturing Kids’ Hearts had
qualities that would make it useful for all staff members while providing opportunities to
give targeted support to beginning teachers as they are the ones who are most likely to
encounter challenges in practice (Dias-Lacy, & Guirguis, 2017).

**Purpose Statement**

Beginning teachers typically enter the profession after completing a preservice
teacher education degree or alternative certification program (Rowley, 1999). However,
some would argue that teacher education programs do not completely prepare teachers to
enter the profession successfully without support (Peaden, 2016). The purpose of this
study is to investigate the impact of Capturing Kids’ Hearts on student and teacher
successfulness and relationships within a newly established school community with a
primary focus on beginning teachers with limited experience and teachers who are new to
the Wake County Public School System, but have had experience in other settings.

**Research Questions**

Teachers are essential to the achievement and success of students (Sagor, 2003).
When thinking about students, one must remember that these are the people who
educators are prepping to be functioning members of society in the future. Beginning
teachers are teachers who are new to the field, but still have a responsibility to educating
students. Schools and districts also have a responsibility of properly supporting teacher
needs (BTSP, 2016) in terms of creating successful outcomes for the students who are being served, regardless of the experience of the teacher.

With this in mind, the following question is important to consider:

*RQ: What is the impact of Capturing Kids’ Hearts on improving the classroom management of beginning teachers and district new-hires in an elementary school setting?*

**Findings of the Study**

Multiple types of data sources were helpful in determining the effectiveness of the Capturing Kids’ Hearts program for Beaverdam Elementary. Qualitative data was collected through observations and samples of Capturing Kids’ Hearts products such as classroom social contracts (Appendix J). Quantitative data was collected by tracking the utilization of multiple components of Capturing Kids’ Hearts by the teachers included in the research sample and student discipline. To further examine the impact on academic achievement, usage data was compared to assessment results to determine any potential trends.

**Analysis of the Initial Training**

Overall, the observations of the beginning teachers and district new-hires indicated effective learning from the professional development. The exception being the teachers mentioned previously who demonstrated a weaker indication of knowledge retention on the first day of training. Individuals from the research sample were observed in volunteering to role play, utilizing respectful behaviors while listening, and asking relevant questions.
The observation of off-task behaviors among one group of teachers may be attributed to several factors. First, the presenter from the Flippen Group that was facilitating the session with the teachers who exhibited negative behaviors was a new employee of the company and may have struggled with instructional delivery herself. According to the other presenter who was a veteran employee of the company, the presenters should utilize the actual methods from Capturing Kids’ Hearts when facilitating the meeting: asking guided questions, referring to the social contract, etc. This was not done during the session that was observed by the teacher researcher with this presenter.

Understanding of the Capturing Kids’ Hearts process was determined by the ability of the research sample to identify the EXCEL Model (Appendix H) and recognize at least four social cues that can impact another person’s perception or comfort level. Data from the EXCEL Model was collected through a “pop quiz” type of assessment on day two where participants had to write the meaning of the acronym on a notecard. Data on being able to recognize social cues was collected from the answers on the handout titled “Meeting and Greeting Others” (Appendix I) from the Capturing Kids’ Hearts participant manual. All participants within the research sample completed both assessments with 100% accuracy. Additionally, 100% of the teachers that were district new hires exceeded the satisfactory requirement of listing four social cues; 2 out of 3 beginning teachers also exceeded the requirement of listing four social cues. One of the 4th grade beginning teachers listed exactly four correct social cues, she listed two additional items that were not correct answers.
**Beginning the Implementation**

The Flippen Group describes two initial activities that are essential in establishing the Capturing Kids’ Hearts Program at the beginning of the school year. These activities are to establish a social contract within the classroom and to greet each student at the door upon arrival with a handshake. Both of these activities are easily observable so the teacher researcher collected data from the first two weeks of school.

Figure 4.1 shows the percentage of teachers that had an established social contract before the ending of the second week of the 2016-2017 school year. Ideally, the social contract should be created on the first day of school (Flippen Group, n.d.). However, due to factors out of the teacher researcher’s control,\(^5\) two weeks was determined to be the maximum amount of time that teachers should wait to develop the social contract.

---

**Figure 4.1.** Time Frame in Developing Social Contract. This graph shows the percentage of teachers that created their social contracts within a certain time frame.

---

\(^5\) Beaverdam Elementary still had major construction going on after students and staff began occupying the building. There was also missing furniture and lost supplies.
Overall, the majority of all teachers began establishing their classroom’s social contract in a timely manner. All of the beginning teachers developed their social contracts on the first day of school as recommended in the initial training sessions. Approximately 75% of district new-hire teachers developed their social contracts on the first day of school while the remaining 25% had completed the process by the end of the first week of school. The majority of experienced teachers who previously worked in the Wake County Public School System also developed their social contracts for their classroom on the first day of school.

Of the district new-hire teachers who did not complete their social contracts on the first day of school, they were teachers who were not in the regular, general education classroom: one was an Exceptional Education teacher who taught primary grades autistic children (AU-I), and the other two were specialists. While Capturing Kids’ Hearts is designed for any setting and any grade level, the teacher researcher noticed that both facilitators from the Flippen Group during the initial training presented information in terms of a traditional, elementary general education classroom. When providing information about the social contracts, the presenters delivered the information as if the teachers would be teaching one class where the students would be able to engage in the creation. For the specialists who taught Physical Education and Library Media, the process was not very clear on how to develop social contracts when there would be multiple groups of students coming in each day. For the AU-I teacher, her students had

---

6 The social contract is supposed to be developed in collaboration of the teacher and the students and should be unique to each classroom.
trouble communicating effectively and the teacher had not had time to familiarize herself with the behaviors and communication techniques of the children she was working with.

The second initial activity recommended by the Flippen Group when implementing Capturing Kids’ Hearts is for teachers to great students at the classroom door and shake their hand. The purpose of this activity is to make the students feel welcomed and acknowledged, but also to provide the teacher with the opportunity to determine any potential issues that may play a role in how the student behaves such as anger, sadness, sleepiness, etc. Figure 4.2 shows the number of teachers that were observed implementing the method by the teacher researcher during the two-day time spans for the first two weeks of school.

![Figure 4.2. Implementation of Greeting Procedure](image)

*Figure 4.2. Implementation of Greeting Procedure. This graph shows the percentage of teachers who followed the described protocol for greetings students in Capturing Kids’ Hearts.*

---

7 This data excludes teachers who did not have a first period class and teachers who had to meet their students other than them coming to the classroom independently.
The data collected by the teacher researcher in regards to implementing the greeting process of Capturing Kids’ Hearts is based upon observations of teacher actions during morning arrival. Technically teachers who teach more than one class should utilize the process for each individual class period, but due to conflicts with scheduling and other commitments of the teacher researcher, it was difficult to collect data on teachers who had more than one class period.

Most teachers from all experience levels showed low utilization in the procedure during the very first two days of school. This is likely due to things that occur at the beginning of a school year in elementary school such as parents bringing in materials or wanting to talk, the need for the teacher to help the students become familiar with the classroom, the teacher needing to support students who may be upset or anxious, and things of that nature. All teachers showed an increase in implementation by the third day of school. Beginning teachers and district new-hires showed a slightly higher level of implementation than teachers who were experienced and previously worked in the district. This is potentially due to the newer teachers trying to make a good impression or them just adapting to a new procedure in a new environment. It is likely that some of the teachers with experience and previous employment in the district had difficulty or reluctance in moving away from techniques that they were more familiar with; many of the teachers in this category had transferred from Zebulon Gifted and Talented Magnet Elementary School which is where both the principal and the assistant principal/teacher researcher had previously worked. The morning policy at Zebulon Elementary School was that teachers would be in the classroom working with students and providing
instruction with morning work activities, this is very different than the greeting procedure involved in Capturing Kids’ Hearts.

**Expanding and Continuing Implementation**

After the initial start of the school year, the expectation of the Flippen Group is that additional procedures will be implemented to increase the strength of the program. In addition to having a social contract and greeting students upon arrival, staff members are expected to begin doing the following major tasks:

- **Beginning in Quarter 1:**
  - Share Good Things
  - Refer to Social Contract on a Regular Basis
  - Offer the Behave In/Behave Out Option (Appendix K)
  - Utilize Four Questions for Misbehavior (Appendix L)

- **Beginning in Quarter 3:**
  - Utilize Four Questions for Disrespect (Appendix M)

Teachers were expected to learn how to implement these strategies of Capturing Kids’ Hearts through multiple systems of support: visits from Flippen Group representatives, walk-throughs, support from school-based administration, instruction from Process Champions who received additional training on certain aspects of the program. As the number of observable behaviors among the teachers increased, the teacher researcher found it most beneficial to focus on the research sample of beginning teachers and district new-hires. While data was still collected on experienced teacher who previously worked in the district, there was a chance of presenting misleading data due to
the large number of teachers within this group and the time restrictions in being able to observe them in the process of implementing any given procedure. The data on the research sample was evaluated by quarter in overall performance as determined by walk-through data. Figure 4.3 demonstrates the overall implementation of the Capturing Kids’ Hearts processes for Quarter 1 of the 2016-2017 school year.

*Figure 4.3.* Quarter 1 data of Capturing Kids’ Hearts by district new-hire teachers (NH) and beginning teachers (BT).

Based upon combined data from the quarter, beginning teachers and district new-hires were given a rating of 1-4 in each implementation area, the ratings indicate:

1. Little or No Evidence of Implementation
2. Some Evidence/Inconsistent Evidence of Implementation
3. Regular Implementation
4. Strong and Consistent Implementation
Based upon the data for Quarter 1 as shown in Figure 4.3, most of the new teachers seemed to be most consistent in sharing good things and referring to the social contract. Most of the district new-hires were shown to regularly utilize the four questions for misbehavior while the beginning teachers seemed to struggle with this strategy. Almost all of the new teachers had difficulty with the procedure for Behave In/Behave Out.

A likely cause for the lower performance in the Behave In/Behave Out process could be credited to frustration (Oakes et al., 2012). Many people tend to have strong emotions when something has caused them to feel angry or uncomfortable (Wubbolding, 2015) and it takes a large amount of effort and self-control to be able to do this. The Behave In/Behave Out process allows the students to basically agree to change their behaviors after a negative incident occurs in order to stay in the classroom as opposed to go to the office or receive a consequence. Many people are likely to get caught up in the moment of frustration and ignore the process and in response, immediately turn to a more punitive action.

Similarly, with the Four Questions for Misbehavior, high emotions may dictate the response to a negative behavior. District new-hires who had previous educational experience seemed to have a higher success rate with this process in comparison to the inexperienced beginning teachers. It is likely that the district new-hires have had more experience in encountering challenging student behaviors and may be less likely to get overly emotional whereas the beginning teachers have not experienced certain encounters in the past. This experience plays a role in the comfort level of the individual (Flippen Group, n.d.). Therefore, the experienced new-hires may find it easier in the moment to go

---

8 Referring to the social contract should be done regularly as a review and as needed for class redirection.
through the questions while the inexperienced beginning teachers may try to eliminate the situation by calling for administration.

Figure 4.4 shows the same data collection for Quarter 2 as Figure 4.3 shows for Quarter 1. Examining the trends during Quarter 2 was helpful in providing the teacher researcher with a projected trend of implementation.

![Chart showing data for Quarter 2](image)

**Figure 4.4.** Quarter 2 data of Capturing Kids’ Hearts by district new-hire teachers (NH) and beginning teachers (BT).

The data from Quarter 2 demonstrated a negative trend in the implementation of Capturing Kids’ Hearts. The majority of the research sample decreased in almost all processes of the program. Few teachers showed growth in some areas while some stayed the same. In addition to the negative trend in implementation, there was also data that indicated downward trends in other areas:

- The number of short-term suspensions increased from 8 in Quarter 1 to 21 in Quarter 2.
• The number of discipline referrals increased from 38 in Quarter 1 to 97 in Quarter 2.
• Of the 10 district new-hire teachers, 8 received 1 or more ratings of Developing or Not Demonstrated on their first formal observation.
• All three of the beginning teacher received one or more ratings of Developing or Not Demonstrated on their first formal observation; one beginning teacher received an overall rating of Developing in all standards of the North Carolina Teacher Evaluation Rubric.

Quarter 3 is when the Process Champions received more intensive training in order to support other staff members. This was extremely important as there was a clear breakdown of implementation and a need for greater support. With additional training incorporated into Professional Learning Team (PLT) meetings and at staff meetings delivered by school leadership and Process Champions, positive attitudes towards Capturing Kids’ Hearts began to increase again as shown in Figure 4.5. During the first half of the school year, teachers were encountering numerous stressors and the dedication to Capturing Kids’ Hearts was very weak; a refresh in training helped to increase motivation.
The refresh in training reinforced the majority of the previously taught processes, especially the Four Questions techniques as the introduction of the Disrespect version provided clarification on the Misbehavior version. The teacher researcher also encouraged staff members to update and/or recreate their social contract. Due to implementation previously showing a significant decline, it was necessary to relaunch (Flippen Group, n.d.).

The number of suspensions and discipline referrals continued to increase during Quarter 3. This can be attributed to teachers still showing reluctance towards the Behave In/Behave Out process. The majority of all teachers seemed to prefer having students who have exhibited a challenging behavior removed from the classroom as opposed to working on a compromise or relationship building as described in Capturing Kids’ Hearts. During Quarter 3, Beaverdam Elementary School received its first set of data to begin monitoring student growth as shown in Figure 4.6. The mClass Reading Assessment had been completed at the beginning of the school year which provided a baseline. The mid-year assessment was delivered beginning at the end of Quarter 2 and continued into Quarter 3.⁹

---

⁹ mClass data does not include beginning teachers or district new-hire teachers who are not general education classroom teachers.
Assessment data for students in grades K-5 showed very little differences from the beginning of the year to the middle of the year. The number of students who scored far below grade level did show a negative decrease by the mid-year assessment. However, the combined number of students at or above grade level also decreased. The number of students below grade level or approaching grade level had the greatest increase. This data indicates low academic achievement as students were not showing significant growth.

As Quarter 3 progressed and moved into Quarter 4, teachers were once again faced with numerous challenges. The district did implement a minor walk-through procedure to monitor Capturing Kids’ Hearts, but the data was not made readily available and therefore feedback was not happening. The district was attempting to show a support for the program as it had worked well at several other schools within the district. Beaverdam Elementary School was difficult to compare to other schools as the majority of the schools in Wake County that had implemented the program were existing schools where there was familiarity among stakeholders and existing data. Beaverdam Elementary was brand new so that presented many challenges due to what was unknown combined with unexpected inconveniences that accompany a new facility. Figure 4.7
shows the Capturing Kids’ Hearts data collected on beginning teachers and district new hires by the teacher researcher during Quarter 4.

Data on the implementation of Capturing Kids’ Hearts displayed a significant drop in utilization. This could potentially be attributed to things such as preparation for state assessments or general frustration as the year has progressed. By the end of the 2016-2017 school year, the following results were seen among district new-hire teachers and beginning teachers:

- Over 75 students had been short-term suspended.
- Discipline referrals were greater than 300.
- Of the 10 district new-hire teachers, 5 had at least one element of Developing or Not Demonstrated on their Summative Evaluation. None of the district new-hire teachers had an overall standard rating of lower than Proficient.
- Of the three beginning teachers, all had at least one element of Developing or Not Demonstrated on their Summative Evaluation. One beginning teacher had an overall standard rating of Developing in one standard.

Figure 4.7. Quarter 4 data of Capturing Kids’ Hearts by district new-hire teachers (NH) and beginning teachers (BT).
These results were not positive outcomes for the teachers involved nor the school as a whole. The North Carolina End-of-Grade (EOG) standardized tests for grades 3-5 had not been released at the conclusion of the action research study. However, the mClass data for grades K-5 for the end of the year had been completed as shown in Figure 4.8; mClass growth and proficiency is a factor in the teachers’ value added rating in their evaluation. For K-2 teachers it is the sole measurement, 3-5 teachers have the EOG test incorporated as well.

Figure 4.8. Comparative data of mClass Reading Assessment from beginning of the school year to the end of the school year. Combined results of sample population.

Student performance data demonstrated that students in K-5 at Beaverdam Elementary School did make minor growth overall. However, the number of students above grade level declined drastically over the school year. The number of students on grade level only grew slightly while the number of students below grade level or approaching grade level had the largest increase. The growth rating is moderate, but the
proficiency rating is very low. Beaverdam Elementary had a performance composite of approximately 40% while all elementary schools combined in the Wake County Public School System had a performance composite of close to 70% (NCDPI, 2013). Additionally, Beaverdam Elementary School had a teacher turnover rate of over 25% at the end of the 2016-2017 school year while the overall teacher turnover rate for the Wake County Public School System was less than 10% (NCDPI, 2013).

Struggles with classroom management can often lead to deeper frustrations for teachers, particularly beginning teachers (De Neve, & Devos, 2017b). One of the desired impacts that the teacher researcher was hoping for was to provide resources to eliminate some of the struggles faced by beginning teachers, as well as district new hires through the implementation of Capturing Kids’ Hearts. Figure 4.9 shows the teacher turnover rates for beginning teachers and district new-hires at Beaverdam Elementary School for the 2016-2017 school year.
Figure 4.9. An overview of the teacher turnover rates among beginning teachers and district new hires.

Based upon the data, the sample population had a much higher turnover rate when compared to Beaverdam Elementary School as a whole. While Beaverdam Elementary School had a teacher turnover rate of >25%, the research sample of beginning teachers and district new-hire teachers had a turnover rate of approximately 38%.

**Interpretation of Findings and Results**

The results from the action research study shown in Chapter 4 allow the opportunity to draw several different conclusions. As Bellibas et al. (2016) pointed out, quality professional development should be regularly monitored, include continuous learning opportunities, and be monitored efficiently. Unfortunately, there were many things going on at Beaverdam Elementary School during its first year open in the 2016-2017 school year. Many of these things limited the teacher researcher’s ability to provide as much support as desired and as much as was needed by many staff members; this problem also existed among the other school administrator as well as the academic coaches. Because of these ineffective practices in providing support, we set Capturing Kids’ Hears which is often described as being very useful and effective to become characteristic of low quality professional development.

**Impact on Students and Teachers**

When looking at the different figures, it appears that teachers often lost the willingness to implement the Capturing Kids’ Hearts strategies. Figures 4.1, 4.2 and 4.3 show a strong start with high participation and implementation. This data was collected during the first quarter of the 2016-2017 school year; many people start the school year...
with a lot of excitement and optimism, but can have a change in attitude as the school year continues to advance.

Once this loss of positive attitude begins to fade away, many people have the tendency to begin slacking off on aspects of work, especially if they do not feel it is working effectively. With the chaos that was occurring in the school that was still actively being constructed as students and teachers began moving in, there were many things that could create a distraction. There was also weak follow-up on the Capturing Kids’ Hearts initial training once the school staff members began moving into the building. This led staff members towards a panic as they needed to prepare materials for their students and as a whole school, it was necessary to review some of the available student information and review existing data.

Figure 4.4 shows many drops in regards to the implementation of Capturing Kids’ Hearts. Figure 4.6 also shows that this time period most likely had ineffective instructional practices taking place with was measured by comparing the beginning of the year mClass assessment to the mid-year mClass assessment. There was also a significant increase in the number of discipline referrals and students receiving short-term suspensions. The disciplinary actions allow one to infer that there was definitely a low level of behavior management if the school was beginning to have to deal with such constant discipline problems.

The combined factors of decreased utilization of Capturing Kids’ Hearts strategies combined with lower student achievement in the areas of both academics and behavior skills. Basil, Bertels, Ewart, MacConachi, and O’Brien (2012) have also made the same observation in similar situations. Furthermore, many teachers within the sample
population had begun receiving negative ratings on their formal observations. At this point towards the end of Quarter 2, the teacher researcher could clearly see that the processes of Capturing Kids’ Hearts were beginning to unravel so there was a need to go through the action research cycle and begin working towards the next part of an action plan.

Fortunately, this data was becoming clear at the time in the semester when Process Champions would be trained by consultants from the Flippen Group in order to learn strategies to share with the rest of the school. They were also instructed on how to do walk-throughs and provide feedback to peers which was extremely helpful in supplementing the data that was being collected by the teacher researcher and the data being collected by multiple individuals by the request of the Wake County Public School System.

After the Process Champions began working more intensively, the teacher researcher noticed an increase in the utilization of the process as shown in Figure 4.5. By listening to the information and reviewing the new materials that were provided by the Flippen Group about Capturing Kids’ Hearts, it seemed that many things that were barriers became clarified and opened up the teachers’ abilities to utilize more aspects of the process.

However, as Quarter 4 data was evaluated, it became clear that teacher had become very weak in their implementation of Capturing Kids’ Hearts. There are two likely factors that may have created this abandonment in the program: burn-out and standardized testing season. Burn-out can happen for a multiple reasons; the fact that Beaverdam Elementary School students were exhibiting negative behaviors on a regular
basis could cause teachers to become worn down and frustrated (Zakrzewski, 2013). Additionally, the EOG tests for 3rd-5th grade was approaching which involves a lot of tedious preparation; furthermore, students also may begin to feel anxiety and a sense of burn-out themselves (Au, 2007). When all of these strong feelings and emotions are coming together, it is very likely to create stress (Zakrzewski, 2013). Jones et al. (1999) further support this idea by pointing out all the changes that occur in the classroom when North Carolina begins preparing for the standardized tests.

At the conclusion of the 2016-2017 school year, the most consistent, standardized academic data to evaluate from the classes taught by beginning teachers and district new-hires was the mClass Reading Assessment. As shown in Figure 4.8, the students at Beaverdam Elementary School did not make a large amount of growth. As mentioned before, lack of classroom management and an unpleasant classroom environment can really harm student outcomes.

The exception of the lack of growth can be seen in the research population of 4th grade teachers; there were four total 4th grade teachers with half being district new-hires and the other half being beginning teachers. The 4th Grade teachers are represented in Figures 4.3-4.5 and Figure 4.7 as NH4, NH6, BT1, and BT2. As seen in the figures, these individuals generally demonstrated high levels of implementation as well as consistent usage of the Capturing Kids’ Hearts method throughout the school year. Data in Figures 4.10-4.12 show grade level results of EOG test results; individual teacher results were not available at the conclusion of the action research project. The EOG data is not relevant to the whole research sample is it is not available by individual teachers and thus not able to be evaluated to determine outcomes of beginning teachers and district new hires in
isolation. However, since all of the teachers in 4th grade were beginning teachers and district new-hires, it can be beneficial to see how that one team compared to other grade levels.\footnote{In grades 3-5 in terms of the research sample, 3rd grade had 17\% district new hires, 4th grade had 50\% district new-hires and 50\% beginning teachers, 5th grade had 67\% district new hires.}

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{Figure4.10.png}
\caption{2016-2017 End-of-Grade Test Results for Beaverdam Elementary School.\footnote{Grades 3-5 are assessed on an EOG test in Reading and Mathematics; grade 5 has an additional EOG test in Science which is calculated into its results.} This data combines EOG test scores to determine the number of students who are considered College and Career Ready (CCR) and Grade Level Proficient (GLP) as determined by a state formula.}
\end{figure}
Figure 4.11. 2016-2017 End-of-Grade Reading Test Results for Beaverdam Elementary. Level 1 indicates scores far below GLP and not CCR, Level 2 indicates scores that are not GLP or CCR, Level 3 indicates scores that are GLP, but not CCR, Level 4 indicates scores that are GLP and CCR, Level 5 indicates scores well above GLP and CCR.

Based on EOG data, 4th grade did perform lower in all categories despite having utilized Capturing Kids’ Hearts most consistently. However, there results are not significantly lower than 3rd or 5th grade. In Reading, 4th grade and 5th grade have very similar results. With 5th grade having no beginning teachers and the next highest percentage of district new-hire teachers, this demonstrates that 4th grade managed to move students along at a level that would be higher than expected based upon teacher characteristics. In addition to the teacher characteristics, 5th grade also had a much small class size than 4th grade; 5th grade had approximately 21 students per class while 4th grade
was approximately 27 students per class.\textsuperscript{12} It has been shown in research that larger class sizes tend to present greater challenges to teachers as there are greater variances in student needs and more students to manage (Thro, 1990). 4th grade also demonstrated higher student growth in Reading as measured by mClass test scores when compared to the whole school as shown in Figure 4.13.

\begin{figure}[h]
  \centering
  \includegraphics[width=\textwidth]{graph.png}
  \caption{Comparative data of mClass Reading Assessment from beginning of the school year to the end of the school year. Includes school-wide results from the entire sample population and 4th grade specific results.}
  \end{figure}

In addition to student assessment data, 4th grade only had a 25\% turnover. 25\% seems like a large number considering it is close to the total school turnover percentage, but 25\% of 4th grade was only one teacher. This is significant considering grades 1, 3, and 5 all lost more than one teacher each. 4th grade was also one of two grade levels that had the least amount of discipline referrals; the other grade level being 5th.

**Impact on School Climate**

\textsuperscript{12} During the 2016-2017 school year, the mandate for North Carolina class sizes was no more than 24 students in grades K-3 and no cap in grades 4-12.
There are several data points that demonstrate that Beaverdam Elementary School did not create an extremely positive school climate during its first year in operation. First, there was an extremely high teacher turnover rate for Beaverdam Elementary School which was greater than 25%; many of these were the district new-hire teachers that were part of the action research study. This is an extremely high turnover rate for the Wake County Public School System as the district total turnover was only approximately 10%. The fact that Beaverdam Elementary School was a brand new facility with a Raleigh address also made it unusual to have a high turnover as many people like the new buildings and people have a desire to be in Raleigh.

The second factor that indicates a strained school climate is the large number of discipline referrals and student suspensions. The teacher researcher was the only assistant principal in the large campus of Beaverdam Elementary School so he handled the majority of discipline issues that made it to administration. In more than 90% of administrative disciplinary situations at Beaverdam Elementary School during the 2016-2017 school year, the teacher researcher found that the classroom teacher typically had not used any of the Capturing Kids’ Hearts methods to try to deescalate the situation. The teacher researcher also discovered that prior to students being sent to the administrative office, the teachers had almost never reached out or had any type of communication with the parents/guardians. The aggressive disciplinary techniques that the teachers were trying to use on the students combined with the lack of communication is a perfect way to build a negative school climate (CCSFI, 2009).
Conclusion

This chapter discussed the outcomes of the action research study of implementing Capturing Kids’ Hearts as a method to promote success of inexperienced beginning teachers and experienced teachers who were new hires to the Wake County Public School System. The initial training and launch method for the program were delivered prior to the beginning of the 2016-2017 school year. Throughout the school year, teachers were provided with feedback and refresher trainings. Capturing Kids’ Hearts is intended to be implemented in a consistent manner in order to serve the purpose of promoting positive behaviors and building strong relationships. If the intended purpose is achieved, it should ultimately help in create a positive school climate. Unfortunately, data indicated that there were many weaknesses in the implementation of the Capturing Kids’ Hearts program at Beaverdam Elementary School which also aligned with other data that indicated discouraging outcomes.

Chapter 5 will look at the implication in greater detail. The findings will be reviewed and then utilized to generate proposals on how school stakeholders may utilize the information to make informed decisions that will benefit themselves and their students. The chapter will also explore factors that can help the Capturing Kids’ Hearts program to become more productive when implemented within settings that have differing circumstances and challenges than those of Beaverdam Elementary School.
CHAPTER 5
SUMMARY AND ANALYSIS

Chapter 5 will conclude the DiP by summarizing the methods and results of the action research project of supporting beginning teachers and district new hires in the setting of a newly opened elementary school. The chapter will review the findings at their implications as they relate to current and future practices in education. There will be a discussion of how educators could utilize the Capturing Kids’ Hearts method within their school settings as well as how to get the maximum benefit from the usage. The paper will conclude by reviewing potential future research that could help educators understand the benefits of a classroom management technique such as Capturing Kids’ Hearts, how to make it work most effectively, and the role that it could play in classroom settings.

Review of the Study

The purpose of the action research project was to answer the research question, *What is the impact of Capturing Kids’ Hearts on improving the classroom management of beginning teachers and district new-hires in a new elementary school setting?* Based upon anecdotal data as well as research data of researchers such as Baker, Gentry, and Larmer (2016), classroom management is a common struggle faced among educators, especially inexperienced educators or educators who are going into unfamiliar settings. To address these potential challenges when opening up the new facility, Beaverdam Elementary School, a professional development series known as Capturing Kids’ Hearts was implemented. Capturing Kids’ Hearts was predicted to meet the needs of the target
research sample of beginning teachers and district new-hire teachers in eliminating challenges associated with student behavior while establishing a consistent school-wide model. The Flippen Group provides an overview of the Capturing Kids’ Hearts program that indicates factors associated with quality professional development such as quality relevance, ability to implement, and follow up (Bellibas et al., 2016).

The implementation of Capturing Kids’ Hearts mirrored the district initiative of the Wake County Public School System to put interventions into place at the schools with the highest populations of students from historically neglected backgrounds such as students associated with Title I and Title III allocations. Utilizing a district backed approach would help ensure the potential for continuous implementation and consistency (Dana et al., 2011) while decreasing the likelihood of teacher turnover (Dias-Lacy, & Guirguis, 2017) through creating positive psychological states for educators (De Neve, & Devos, 2017b; Rural Health Information Hub [RHIH], 2017) and students (Durlak et al., 2011). The psychological benefits from Capturing Kids’ Hearts relate to William Glasser’s theory of human needs along with his choice theory (Crone, & Horner, 2003; Irvine, 2015).

Capturing Kids’ Hearts was delivered to all staff members of Beaverdam Elementary School through initial and follow-up professional development sessions throughout the year facilitated by consultants from the parent company, the Flippen Group. Staff member were required to attend the professional development prior to the beginning of the 2016-2017 school year, but received a stipend to increase their motivation (Clotfelter, Glennie, Ladd, & Vigdor, 2008). In addition to follow-up from the Flippen Group, staff members were also coached by school administrators, academic
coaches, and Process Champions trained by the Flippen Group in settings within the school to ensure continuous follow-up (De Neve, & Devos, 2017a).

The teacher researcher monitored the implementation of Capturing Kids’ Hearts through the usage of action research techniques such as those described by Mertler (2014). In order to measure the success of the implementation of the program, the teacher researcher selected beginning teachers and district new hire teachers as the research sample. This research sample was selected based upon the fact that beginning teachers often encounter the most difficulties in the area of classroom management when entering the field (Kidd et al., 2015) and the fact that the number of beginning teachers and district new-hires provided a strong population sample that was neither too small nor too large in comparison to the school staff as a whole; this was necessary in obtaining data that could most likely produce results which could be implied to a larger community (Morales, 2016). The fact that Beaverdam Elementary School was a newly opened school where little information was known about the staff members and the students, the teacher researcher could not establish an initial baseline prior to beginning the implementation of Capturing Kids’ Hearts. The teacher research utilized qualitative research as he observed stakeholder reactions to the program in order to examine any attitudes that may impact the results of the study (Flippen, 2007). Quantitative data was collected by the teacher researcher through the use of surveys and walk-through methods in order to examine the consistency and fidelity of the implementation of Capturing Kids’ Hearts. The data collected from the research population was then analyzed and compared with publically available student performance data measuring discipline rates and assessment results (Wiggins, 1993). Analyzing teacher implementation along with student results allowed
the teacher researcher to determine trends and outcomes of using the Capturing Kids’ Hearts program.

**Results of the Study**

The desired outcomes of implementing Capturing Kids’ Hearts were to retain teachers who were new hires to the district and/or beginning teachers while reducing the negative impacts that could potentially arise from poor classroom management within the research sample population. There was also a desire for Capturing Kids’ Hearts to be utilized consistently among school staff members with the expectation that it would meet its promised outcome of lowering overall discipline problems, create a schoolwide system, and produce positive relationships among stakeholders.

This section will review the results of the desired outcomes as well as potential limitations. The focused outcomes can be summarized into the topics of: Consistency in Utilization, School Culture, Student Outcomes, and Teacher Outcomes. While the results are based upon data from the research sample of beginning teachers and district new-hire teachers, the results are reflective of the entire staff of Beaverdam Elementary School.

**Consistency in Utilization**

As noted in Chapter 4, staff members began the school year after the initial Capturing Kids’ Hearts training with consistent usage with the majority of all staff members following through with initial procedures. As the school year progressed, consistency in utilization of the Capturing Kids’ Hearts methods began to decrease, but would increase after a more targeted professional development was given. Towards the end of the year, the utilization began to decrease significantly among the research sample which was also an indication of the entire staff of Beaverdam Elementary.
It appears that the staff may have benefited in additional professional development opportunities to support them in implementing Capturing Kids’ Hearts. While the amount of training and support offered was frequent, it may not have been enough based upon factors faced by the school population that may have not been immediately recognized. Ideally, the Capturing Kids’ Hearts process would have been regularly touched on in some way at staff meetings by at a minimum of sharing good things or by reviewing the staff social contract. With the school being a newly opened facility, there were often many things that needed to be addressed that consumed a large amount of time; things such as clarifying general policies and expectations or refining processes that may not have been a perfect fit for the school such as the master schedule and planning times.

Quality professional development has to be regularly practiced, followed-up on, and reviewed in order for it to be effective (Zareie et al., 2016). This is supported by the data from the action research project as utilization would increase when there was a presentation given by a consultant from the Flippen Group or a Process Champion who had received additional, intensive training on Capturing Kids’ Hearts from the Flippen Group. While all staff members received regular observation and feedback from the teacher researcher, the research sample did receive these things more frequently. The teachers that were part of the research sample were also more likely to be given a deeper level of feedback and more likely to be engaged in critical conversations without the need of having to initiate it.

Aside from the teacher researcher, other members of Beaverdam Elementary’s administrative team and academic coaches were more likely to offer support to the
teachers within the research sample. This is due in part because of deliberate actions related to the purpose of the action research project, but mainly because of the general need of beginning teachers to need more intensive guidance and mentoring (Spooner-Lane, 2017). In addition to the support provided to the research sample population by the teacher researcher, these teachers were also provided with additional support that was not available to other teachers within the building that had worked in the Wake County Public School System previously and had been teaching for more than three years. Beginning teachers were provided with an individual mentor that was not part of the research sample and had monthly meetings with the mentor coordinator, as required by district policy (BTSP, 2016). Eventually district new hires were voluntarily included into the beginning teacher induction events by the mentor coordinator at the request of the teacher researcher; this resulted in increased support to this portion of the research sample.

When compared to the overall results of how the entire staff utilized Capturing Kids’ Hearts methods, the research sample tended to perform higher throughout the school year; this can be recognized beginning with the very first days of school in terms of the teachers who were compliant in immediately beginning the process. However, the overall outcome in implementation by the entire school staff may have been limited in part by priorities that may have seemed of greater importance than Capturing Kids’ Hearts during the time. These instances were brought on as part of opening a new school where stakeholders did not know each other very well, there were no previous policies or procedures, and wide variations in ideal and methods of the teaching staff due to coming from a different place. The problems that were encountered within the school were
unanticipated and underestimated by the teacher researcher as well as the school principal.

The result can be concluded as implementation of Capturing Kids’ Hearts was not consistently implemented by the staff of Beaverdam Elementary. In the method of action research as well as general quality of professional development, when reflecting, if something does not seem to be producing the desired outcomes, the action plan should be modified and relaunched (Mertler, 2014; Kedzior, & Fifield, 2004). The shortcomings within the implementation are heavily related to William Glasser’s fundamental human needs (Wubbolding, 2015). The staff members were never able to reach a level of self-actualization which is when they would have been successfully implementing Capturing Kids’ Hearts and more willing to venture out and make the program work for their students. With Beaverdam Elementary School being brand new, it took a long time to meet the human needs of safety and belonging as staff members had to gradually work themselves up toward feeling comfortable with the school facility and the things that were available to them while at the same time they were having to get used to and find their place among their new colleagues.

**School Culture**

The climate and culture of a school is dependent upon several different factors. These factors include teacher satisfaction, student behavior, student performance, and parent perceptions (CCSRI, 2009). Capturing Kids’ Hearts would theoretically be an excellent means of addressing school culture as it has so many humanistic characteristics such as creating positive relationships among people and teaching and promoting the
recognition of a person’s own actions and their capability to make changes (McLeod, 2015).

Unfortunately, due to the lack of consistency in implementing Capturing Kids’ Hearts, Beaverdam Elementary School did not obtain any positive impacts in establishing or promoting a positive school culture. Data collected during the action research project showed that overall teacher did not utilize the Capturing Kids’ Hearts program with fidelity, there were high numbers of student discipline incidents, and students did not demonstrate a strong academic performance during the 2016-2017 school year.

Qualitative data collected by the teacher researcher showed a large amount of negative attitude and commentary about many issues within the school; this type of negativity immediately begins to take a toll on the school climate (Sagor, 2003). The teacher researcher attributes this in some ways to the concept of social efficiency; the teachers at the new school had previous experiences and had participated in past activities that made them feel like they were prepared for certain situations (Kilpatrick, 2017). Once they realized that some of their background knowledge could not relate to the unique situations that were being faced in the new school facility, they began to experience frustration in things such as required activities, mandates, the availability of support, and the actions of the students. In other words, the teachers were experiencing burn-out and thus losing motivation to place effort into various things, including Capturing Kids’ Hearts (Oakes et al., 2012).

Once teachers began exhibiting these types of mindsets and behaviors, there was an impact on their students as students were in some ways likely to detect teacher attitudes and in some instances teachers would react negatively towards their students.
based upon other frustrations. This led to poor results from students in terms of discipline and academic performance which then led to negative perceptions from parents/guardians. In some ways the teachers needed to take greater ownership of their actions and recognize that even though they are in a new environment with new challenges, they must expand their open-mindedness, seek to understand more, and be an advocate for themselves and their students; had this been observed it would have demonstrated a presence of social reconstructionism (Mondelo, 2015).

Parents increasingly became angry with the school and the teaching staff. The high occurrences of negative student issues should have been dealt with in helping teachers obtain better social-emotional skills. Without social awareness, self-management skills, and relationship skills (Zakrzewski), it was even more difficult for teachers to implement Capturing Kids’ Hearts in an effective way since these are some of the base concepts of the program. In hindsight, there should have been more involvement with all stakeholders together to increase relationships and create a sense of compassion for one another (Valenzuela, 1998) as it appeared that staff and families never reached out to truly get to know one another.

As a result of these factors, Beaverdam Elementary School began to develop an overall negative school culture. Parents consistently expressed negative opinions of the school, as did many teachers; a strong sign of poor school culture (CCSRI, 2009). There was one outlier noticed within the signs of the negative school culture, 4th grade appeared to have the least amount of parent complaints and the teachers were observed to have more positive and optimistic attitudes. As noted in Chapter 4, 4th grade had a higher rate of consistency in implementing Capturing Kids’ Hearts.
Student Outcomes

Data found that students did not perform very well at Beaverdam Elementary School during the 2016-2017 school year. EOG test scores in Reading and Math showed low levels of college and career readiness as well as low numbers of students who were grade level proficient. EOG test scores were represented by all teachers in grades 3-5, however 4th grade was composed only of teachers who were in the research sample population. Specifically, among the research sample of beginning teachers and district new-hire teachers, there was also low student growth in Reading based upon the mClass assessment.

4th grade showed slightly higher results among mClass growth compared to the combined sample population. There is not enough data to draw a solid conclusion as to rather or not the 4th grade teachers’ higher rate in implementation of Capturing Kids’ Hearts had any impact on the student outcomes in the mClass Reading assessment. This conclusion would be contradicted by the performance of 4th grade students on the EOG assessments. The data to support academic gains among 4th grade is limited due to the inability to obtain comprehensive EOG scores of when this group was in 3rd grade due to the students coming from greater than five different elementary schools. Another limiting factor in determining if Capturing Kids’ Hearts had any impact on the mClass Reading assessment is the fact that all four of the 4th grade teachers had a Reading Educator License from the State of North Carolina in addition to the minimally required Elementary Education K-6 Educator License.

Once potential conclusion that can be drawn on student outcomes is in the area of discipline. As mentioned, 4th grade had the highest levels of consistency in implementing
Capturing Kids’ Hearts; they also had the lowest number of student who received discipline referrals\textsuperscript{13} or suspensions.\textsuperscript{14} This is further supported by the fact that greater than 75\% of 4\textsuperscript{th} grade students who received a discipline referral were in the care of other educators during the time of the incident; this typically occurred with teacher assistants during lunch, Library Media class, or with substitute teachers. It is reasonable to expect substitute teachers to not have a strong understanding of Capturing Kids’ Hearts, but the teacher assistants and the Media specialist (who was also a district new-hire) had received training on the method.

A more important indicator of student success can be inferred by looking at the beginning teachers in isolation without the district new-hire portion of the research sample population. Beginning teachers demonstrated a quick completion of initial Capturing Kids’ Hearts activities and maintained a consistent level of utilization throughout the entire school year. This factor alone presents the social reconstructionist theory as these teachers were able to be open-minded and adapt to the environment around them (Mondelo, 2015). It is also likely that the beginning teachers were trying to make a good impression with them being new in the profession (Scaglione et al., 2016). Regardless of the reasoning for the high consistency in implementing Capturing Kids’ Hearts among the beginning teachers, it is important to note that one of the teachers only submitted 2 discipline referrals during the 2016-2017 school year, another one submitted five, while another one submitted zero. There were no suspensions from any beginning teacher’s classroom at Beaverdam Elementary School during the 2016-2017 school year.

\textsuperscript{13} 1\textsuperscript{st} grade and 3\textsuperscript{rd} grade produced the majority of discipline referrals at Beaverdam Elementary School. \\
\textsuperscript{14} Kindergarten, 1\textsuperscript{st} grade, and 3\textsuperscript{rd} grade produced the majority of referrals that led to suspensions at Beaverdam Elementary School.
These results are very positive considering the fact that beginning teachers are likely to have trouble with student discipline (Hobbs, & Putnam, 2016; Johnson, & Kardos, 2002).

**Teacher Outcomes**

As mentioned in the previous sections, student outcomes as determined by EOG and mClass assessments were not very high. These two particular tests get factored into Standard 6 of the North Carolina Teacher Evaluation summative rating for 3-5 teachers; mClass is the only assessment factored into Standard 6 for K-2 teachers. Standard 6 ratings had not been generated by the conclusion of this action research project, but it is reasonable to assume that the results were not generally positive.

The teacher researcher also noticed that a large majority of negative comments made by all teachers was in regards to the students, typically rooting to a behavioral issue. Many researchers, such as Oakes et al. (2012) point out the fact that behavioral challenges lead to frustration and decreased motivation for educators. These factors then lead to burn-out and decrease a teacher’s likelihood to leave the school or profession as their job satisfaction has decreased and they do not enjoy what they are doing (De Neve, & Devos, 2017b).

Beaverdam Elementary School did have a high teacher turnover rate at the conclusion of the 2016-2017 school year, but relatively few of these teachers were samples from the research sample population. While not analyzed quantitatively, but recognized through observations, the research sample population consistently had a higher rate of implementation of Capturing Kids’ Hearts than other teachers. Only 5 out of the 13 teachers in the research population left Beaverdam Elementary; only 1 of the 3 beginning teachers left the school. The teachers within the research sample population
that ended up leaving Beaverdam Elementary School were among those shown in Chapter 4 to have consistently lower implementation of Capturing Kids’ Hearts. The teachers within the research sample population that left Beaverdam Elementary School were documented in Chapter 4 as: NH1, NH5, NH9, NH10, and BT3.

These teachers were often observed voicing negative opinions about student behaviors. They also struggled to adapt to any types of change because all of the teachers, even the beginning teachers had worked at another school at some point in the past. Their frustrations with student behaviors may have been prevented using Capturing Kids’ Hearts in an effective manner. Being able to eliminate this stressor may have enabled them to conquer other challenges in a more efficient manner (Dias-Lacy, & Guirguis, 2017). The teachers who were not part of the research sample population that left the school were also those that tended to have the weakest classroom management skills. These facts allow the teacher researcher to conclude that effective utilization did help in retention of beginning teachers and district new-hire teachers when the program was implemented properly and carried out with fidelity.

**Implications of the Results**

The main purpose of the action research study was to answer the question of: *What is the impact of Capturing Kids’ Hearts on improving the classroom management of beginning teachers and district new-hires in a new elementary school setting?* The desired outcomes were to retain new teachers within the employment of the school, to decrease problems arising from student behavioral issues, increase student performance, and to establish a school-wide system of behavior management.
Of the research sample population, all of the teachers utilized at least some portions of the Capturing Kids’ Hearts method throughout the school year. These teachers tended to have lower student discipline rates than teachers who did not utilize the program with any significant degree of effort. This data implies that Capturing Kids’ Hearts was successful in supporting student outcomes. It is important to note that the three beginning teachers who were part of the research sample population had among the lowest discipline rates in the entire school. This is a strong indicator that Capturing Kids’ Hearts helped with behavior management as beginning teachers tend to be the ones who have the most challenges with such issues. The student outcomes only showed positive indicators in the area of discipline as academics did not show enough positive data to indicate any relationship between academic achievement and usage of Capturing Kids’ Hearts. Capturing Kids’ Hearts seemed to meet its desired outcome of decreasing student behavioral issues as those who were in the classrooms of teachers who consistently utilized the program, there were lower occurrences of discipline referrals and suspensions.

Of the 13 teachers that made up the research sample population, only one teacher had a summative evaluation at the end of the year that had an entire standard rating in at least one section of the North Carolina Teacher Evaluation Rubric. There was also fairly low turnover among the research sample population for the participants who utilized Capturing Kids’ Hearts to a greater degree. It appears that Capturing Kids’ hearts was successful in supporting beginning teachers and district new-hire teachers as they demonstrated success throughout the school year.
The school culture and the establishment of a school-wide system of behavior management was not met through the initial implementation of Capturing Kids’ Hearts which was monitored through this action research study. This was not heavily related to the research sample population as the majority of these people put some effort into using Capturing Kids’ Hearts; the main problems arose among experienced teachers who had previously worked in the Wake County Public School System. It can be assumed that had more teachers implemented Capturing Kids’ Hearts throughout the school staff population, there may have been some increase in the perception of Beaverdam Elementary School by stakeholders such as parents and guardians of students who experienced difficulties in various classrooms. However, the teacher researcher speculates that the individual staff members may have simply had poor social-emotional skills in general. There is virtually no prior knowledge of the staff members prior to them coming to work at Beaverdam Elementary School, but the failure to implement a program directed by the school administration implies that there were some negative behavioral traits among the staff members (Valenzuela, 1998).

The inability to adapt even as they began to encounter certain problems such as poor student performance also demonstrates an educator who cannot evaluate their environment and make changes that could benefit themselves as well as others which relates to the theory of social reconstructionism (Mondelo, 2015). Based upon the overall characteristics of the Wake County Public School System and some of the schools in which teachers had transferred from, it is reasonable to speculate that they had very little experience in dealing with historically disadvantaged populations of students (RHIH, 2017), which comprised the majority of the population at Beaverdam Elementary School.
Setting

The setting of the action research project was Beaverdam Elementary School in Raleigh, NC. The school was a brand new facility of the Wake County Public School System which has experienced high growth for numerous years. Since the school was new, it was staffed by people who were coming from a wide variety of places, with different backgrounds, and different levels of experience. The students were also coming from multiple schools. Because of this, there was little known about the population which presented difficulty in determining any type of initiative that would be necessary for the school community as a whole.

The lack of knowledge among the different people also weakened the setting as it took students and staff longer to feel comfortable and safe in the new setting. This means that the setting decreased the ability of stakeholders to meet their basic human needs as defined by Glasser (Wubbolding). It also took people longer among groups and teams (i.e. grade level teams and professional learning teams) to figure out how to collaborate and work together in the most efficient way.

The unknown differences among people often led to problems that were unanticipated by the teacher researcher. A lot of this had to do with getting people to accept the policies and procedures of Beaverdam Elementary School as a lot of staff members, even those from within the Wake County Public School System, had developed different ways of doing certain activities and were often times reluctant to change their behaviors. School policies and procedures often had to be narrowed and redefined to meet the needs of people coming from many different places whereas an existing school would have been able to distribute such information in a similar way with little
confusion. An existing school would have likely had similar policies and procedures from year to year which would be generally understood by staff as existing staff members would have become familiar with such information and newly hired staff would have been able to collaborate with their other colleagues to figure out information. This issue often times led to lengthy discussions that were unplanned, yet necessary. Due to the amount of time spent on this, the school was unable to discuss and review processes relating to Capturing Kids’ Hearts as often or in as much detail as the teacher researcher would have desired.

Research

There were two main factors that contributed to a weakness in the research sample. The first is the differing group of teachers within the research sample population. The second group is the students who were being served in the classroom by teachers who were part of the research sample population.

Teacher Population. The research sample that was utilized for this action research study consisted of inexperienced beginning teachers and experienced teachers who were newly hired into the Wake County Public School System. While this sample was sufficient in providing data that was able to lead to reasonable conclusions and analyzation, there are scenarios for stronger samples. Ideally, there would have been a sample population of teachers who had approximately the same experience level and taught similar grade levels.

The intention of the teacher researcher was to focus exclusively on beginning teachers for the action research project. However, there were only three teachers who fell into this category and that would not have provided strong data, therefore the teacher
researcher decided to incorporate teacher who were experienced, yet newly hired by the Wake County Public School System. This was a reasonable solution to increase the sample size as this population has often been observed facing at least some issues which are similar to those of beginning teachers. The Wake County Public School System is a unique setting for those coming from most other North Carolina school districts. The first reason is that the district has a significantly larger budget than any of the other 114 LEAs in the state of North Carolina, this allows schools to obtain resources that teachers may be unfamiliar or uncomfortable in using. The second reason is that a majority of the LEAs in North Carolina have high numbers of students from historically neglected backgrounds, particularly rural poverty. The Wake County Public School System also has a significant population of students from historically neglected backgrounds, but it is much different. Wake County includes the city of Raleigh which is the state capital, along with numerous suburban areas such as Morrisville, Knightdale, and Apex, numerous rural communities such as Willow Springs, Fuquay-Varina, and Zebulon. The school district has attempted to keep most schools balanced in terms of the demographics that make up the student population; many of these populations may be hard for a teacher to serve if they are unfamiliar with the unique needs that make up the individual. An example of this would be in the case of the teacher researcher who is used to serving students in schools with high populations of students from historically neglected backgrounds once worked at Leesville Road High School which was a very affluent area on the suburban edge of Raleigh; being unfamiliar with this type of population, the teacher researcher had to seek for understanding and learn strategies to address the needs of the population. When a
teacher is not open to adapting to a new population as easily, it can lead to problems with student behavior and academics.

Students. It is the general practice of most elementary schools in the Wake County Public School System to balance each classroom so that every class has a proportional number of students representing each gender, race, academic level, and behavioral level. Since Beaverdam Elementary School did not know very much information about the student who would be coming in and did not receive many cumulative folders until the beginning of the school year, it was practically impossible to assign students in such a strategic manner.

Beaverdam Elementary School opened with an enrollment of students that were from historically neglected backgrounds that was much larger and disproportionate to any other elementary school in the district. The aspect of the student coming from historically neglected backgrounds presented a fairly small challenge for the school, the main challenge came in determining discipline history and academic history. Since this information was unknown, many teachers were assigned to classes that had disproportionate number of students below grade level or students who tend to exhibit negative behaviors. The disproportionate enrollments were obvious even among the same grade levels. This put many teachers at a greater risk of having to deal with difficult issues such as behavior and academic intervention. While this is a factor that many teachers have to deal with in schools across the country, it is unfair when the disparities are present in an individual school setting. The student assignments were not the result of any deliberate or negligent action, it was just an issue associated with the opening of a new school; teachers were expected to handle the students to the best of their abilities.
These limiting factors did not damage the research in this study, but it did limit the findings. The information discovered still has the potential to benefit educational environments as positive results were shown in certain aspects of the collected data. However, it would be beneficial to explore relating topics in greater detail to determine information to make the program even more beneficial to educators.

**Action Plan**

This action research project, like most studies, has implications that stretch way beyond the content of a single report. In evaluating and reflecting upon the findings and outcomes of implementing Capturing Kids’ Hearts at Beaverdam Elementary School, there are several next steps that I think would be beneficial to the stakeholders of the school.

Although the teacher researcher left his administrative position at Beaverdam Elementary School shortly after the beginning of the 2017-2018 school year, he advised staff on steps that could be taken to improve the quality of utilization which should lead to improved outcomes. The primary goal would be for an increase in fidelity among all stakeholders regarding Capturing Kids’ Hearts.

Several components that were not regularly present at Beaverdam Elementary School during the 2016-2017 school year when this research project was being conducted were things that were suggested directly by the Flippen Group. Going forward, the staff should create their own social contract which they will commit to. There should also be a generic social contract established per classroom or office that parents and visitors are encouraged to follow; this will show the school’s dedication to the program while providing knowledge to a greater number of stakeholders. Staff members should also
utilize some type of documentation in ensuring that the questioning methods had been
used prior to submitting a discipline referral; in support of this, administrators should put
forth a greater effort in checking to make sure this protocol was followed prior to
processing any non-threatening discipline referrals.

Beaverdam Elementary School could also benefit in their success in utilizing
Capturing Kids’ Hearts by having more facilitated conversations on the process. Having
discussions during staff meetings, professional learning team meetings, or during
observation cycles would provide opportunities for staff members to support one another.
Staff members would be able to share success stories, express concerns, or ask questions.
This would increase the likelihood of a greater majority of the stakeholder population
maintaining the same expectations and providing more consistency across the school
community.

Utilization of the Process Champions would help the Capturing Kids’ Hearts
program to continue to operate smoothly and consistently. Using these teacher leaders to
conduct a greater number of walk-throughs and provide feedback to other staff members
would help many teachers reflect on their practices and make necessary adjustments. This
may involve some training of how to provide appropriate feedback to the Process
Champions who would be doing this; this may be something that many teachers are
unfamiliar or uncomfortable with so helping them understand this process would make
them even more valuable to the Capturing Kids’ Hearts program while growing their
leadership abilities.

In the future, as the teacher researcher becomes involved in other schools and
other school districts, he recognizes some of the major benefits associated with Capturing
Kids’ Hearts. Many aspects of the program such as building relationships or decreasing undesired behaviors have a great value in almost any educational setting. The teacher researcher plans to explore how to utilize certain aspects of Capturing Kids’ Hearts to help support smaller groups of stakeholders. This will involve determining the most essential parts of Capturing Kids’ Hearts towards meeting a specific goal and determining their ability to be utilized in isolation.

The most important part for the teacher researcher as he continues to move forward is a greater understanding of how to utilize action research to create positive outcomes for students and teachers. Rather it is a classroom management program such as Capturing Kids’ Hearts or a new academic program, it is very helpful in knowing how to break the process into steps in order to reflect and make adjustments that will increase the benefit and positive outcomes for those people who are being served by the school.

Suggestions for Future Research

As mentioned in the previous section, this research had several limitations that were present due to the research study being conducted at a newly opened elementary school. This presented results from the study that determine Capturing Kids’ Hearts to be an overall effective program to continue using. However, the results are not strong enough that they could produce stronger arguments such as convincing a school to purchase the program for the first time. This is inconsistent with the large number of schools that release strong results from implementing Capturing Kids’ Hearts. The Flippen Group releases large lists of what they call “National Showcase Schools” each year (Appendix O). The data from this research combined with previous data lead me
towards other questions that would be beneficial for educators in terms of Capturing Kids’ Hearts.

Since most of the schools that have been shown to have strong success with Capturing Kids’ Hearts, my first suggestion for future research would be about new school facilities. What can be done to implement Capturing Kids’ Hearts successfully in a new school facility? This would be especially beneficial in a school district such as the Wake County Public School System where anywhere from 3-7 large schools are opened every school year. It would be beneficial for educators to know how to handle the obstacles associated with opening a new school while being able to successfully implement Capturing Kids’ Hearts.

The research population in this study was limited based on the backgrounds of the staff members. I think it would be beneficial to explore my original idea and examine how the Capturing Kids’ Hearts Program can benefit beginning teachers, specifically first year teachers. This could help improve induction program as well as lead to ideas for teacher preparation programs.

A third proposal for future research would be to do a targeted study on academic outcomes of students after being exposed to Capturing Kids’ Hearts. This would require a population of students that were grouped appropriately and have readily available existing data about their past academic achievement. In this scenario, teachers would implement Capturing Kids’ Hearts on a strong, consistent basis and evaluate the student growth at the end of the school year by comparing previous data on the students. Academic outcome is a foundation in public education. The whole concept of school roots from the desire to make people more educated. If Capturing Kids’ Hearts was
shown to have a strong impact on academic performance, it would make it even more valuable to schools.

A final idea for future research would be to examine an entire cohort from kindergarten until high school graduation after having been exposed to Capturing Kids’ Hearts for their entire academic career. It would be interesting to evaluate how these students perform within the school setting in terms of academics and behavior. It would also be interesting to explore these same individuals within the real world, outside of the academic setting, and see if it has any impact on their social skills and actions. A comparison group could be a cohort of the same age and characteristics that had not been exposed to Capturing Kids’ Hearts. A researcher could also look at previous cohorts from before the school(s) began implementing Capturing Kids’ Hearts. This research would give a deeper look at the impact of Capturing Kids’ Hearts on society. If the Wake County Public School System continues to implement the program into schools as they had originally planned, some cohorts will have this exposure.

The exploration into deeper research such as that I suggested could provide useful information on how human beings may be impacted by the Capturing Kids’ Hearts Programs. Behavior is related to so many other factors in a person’s life that it would allow Capturing Kids’ Hearts to explore its fullest potential. When considering the benefits that have been cited about Capturing Kids’ Hearts, it could possibly be used to drive the quality of educational program even higher if greater details about implementation and impact could be discovered.
Conclusion

With behavior being such a powerful concept in determining a person’s success, it is essential to continuously explore ways to make improvements and help guide others to success. As an educator and educational leader, the teacher researcher believes that success should be the driving factor in all actions that are taken in a school environment. Success is not only for the students; educational leaders must also recognize their responsibility to foster successful employees. There should always be a movement towards making improvements and embracing positive change.

The purpose of this action research project was to implement something that had the potential to support both students and staff. The goal was to create a more efficient, more harmonious educational environment to help foster learning and joy among all stakeholders. This research indicates that Capturing Kids’ Hearts is capable of doing this. However, it is the hope of the teacher researcher that there will be continuous improvements in the ways in which teachers are helped to be the best that they can be and that students will be exposed to programs that will help make them more successful in the classroom and in the real world.
REFERENCES


115


116
with Behavioral Challenges and Poor Work Completion. *Education & Treatment Of Children*, 35(4), 547-584.


This is an example of the basic idea of a multilevel system of intervention.
APPENDIX B

ACTION RESEARCH CYCLE

Action research involves collecting data to find a focus area and as you develop an action plan.
APPENDIX C
CAPTURING KIDS' HEARTS WALK-THROUGH RUBRIC

1. Grade level observed:
   a. K
   b. 1
   c. 2
   d. 3
   e. 4
   f. 5
   g. PreK/EC/ Specials

2. Subject taught during observation:
   a. ELA
   b. Math
   c. Science
   d. Social Studies
   e. Other:__________

3. Teacher Name:__________________________

4. Time of observation:
   a. Beginning of lesson
   b. Middle of lesson
   c. End of lesson

5. ENGAGE targets:
   a. Teacher is greeting students by name at the door
   b. Students know the learning objective
   c. Students are actively engaged in the lesson
   d. Students are on task
   e. Physical environment is clean and inviting

6. XPLORE targets:
   a. Good things are being used correctly
   b. Students respond to good things appropriately
   c. A journal or warm-up activity is used
   d. Teacher explores students’ needs

7. Communication targets:
   a. Teacher uses safe body language and tone
   b. Teacher expresses care and interest
   c. Teacher relates content to student interest
   d. Affirmations are given/planned for
e. Social Contract is referred to in a positive/instructional manner
f. Teacher refers to social contract when/if it is violated
g. Teacher uses 4 Questions for misbehavior
h. Behaviors are processed consistently

8. EMPOWER targets:
   a. Social contract is posted and visible
   b. Social contract is in the correct form
c. Teacher has established procedures
d. Teacher uses nonverbal sign for attention
e. Students respond to attention signal
f. Students use nonverbal signs to self-manage

9. LAUNCH targets:
   a. Students are dismissed with a launch

10. Dominant teacher activity during observation:
    a. Large group instruction
    b. Small group instruction
c. One-on-one instruction
d. Not engaged with students

11. Dominant student activity during observation:
    a. Engaged
    b. Compliant
c. Off-task

12. Comments:
APPENDIX D

NORTH CAROLINA TEACHER OBSERVATION RUBRIC

North Carolina Teacher Evaluation Process

Rubric for Evaluating North Carolina Teachers
(Required for Self-Assessment and for Observations)

This form should be used for the teacher self-assessment, classroom observation, and the summary evaluation.

Name: ______________________  Date: ______________________

School: ______________________  District: ______________________

Evaluator: ______________________  Title: ______________________

Start Time: ______________________  End Time: ______________________

Standard I: Teachers Demonstrate Leadership

Element Ia. Teachers lead in their classrooms. Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Understands how they contribute to students graduating from high school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Uses data to understand the skills and abilities of students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ ... and can take responsibility for the progress of all students to ensure they graduate from high school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ ... and can provide evidence of student progress using a variety of assessment data.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ ... and can create a classroom culture that empowers students to collaborate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ ... and can encourage students to take responsibility for their own learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Uses classroom assessment data to inform program planning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Encourages students to create and maintain a safe and supportive school and community environment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Element Ib. Teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Attends professional learning community meetings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ ... and can increase the awareness of the goals of the school improvement plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ ... and can participate in professional learning community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ ... and can assume a leadership role in professional learning community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ ... and can collaborate with colleagues to improve the quality of learning in the school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ ... and can implement the school improvement plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

© 2009 NCSEU. Developed in collaboration with the NC State Board of Education | Revised July 2015
### North Carolina Teacher Evaluation Process

#### Element 1c. Teachers lead the teaching profession.
Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.</td>
<td>□ ... and contributes to the: □ improvement of the profession through professional growth. □ establishment of positive working relationships. □ school's decision-making processes as required.</td>
<td>□ ... and promotes positive working relationships through professional growth activities and collaboration.</td>
<td>□ ... and seeks opportunities to lead professional growth activities and decision-making processes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Element 1d. Teachers advocate for schools and students.
Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Knows about the policies and practices affecting student learning.</td>
<td>□ ... and supports positive change in policies and practices affecting student learning.</td>
<td>□ ... and participates in developing policies and practices to improve student learning.</td>
<td>□ ... and actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Element 1e. Teachers demonstrate high ethical standards.
Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1988. (www.ncpscc.org)

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Understands the importance of ethical behaviors as outlined in the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.</td>
<td>□ ... and demonstrates ethical behavior through adherence to the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.</td>
<td>□ ... and knows and upholds the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.</td>
<td>□ ... and models the tenets of the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct and encourages others to do the same.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Comments:

### Examples of Artifacts:

- Lesson plans
- Journals
- Student handbooks
- Student work
- School improvement planning
- Service on committees
- Relevant data
- Class rules and procedures
- Participation in the Teacher Working Condition Survey
- Professional Learning Communities
- Membership in professional organizations
- Normal and informal monitoring
- Surveys

© 2009 McREL Developed in collaboration with the NC State Board of Education | Revised July 2015 | 23
### Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students

**Element IIA. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.**

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
<td>□ Appreciates and understands the need to establish nurturing relationships.</td>
<td>... and</td>
<td>□ Maintains a positive and nurturing learning environment.</td>
<td>□ Encourages and advises others to provide a nurturing and positive learning environment for all students.</td>
<td></td>
</tr>
</tbody>
</table>

**Element IIB. Teachers embrace diversity in the school community and in the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.**

| ✓   | □ Acknowledges that diverse cultures impact the world.  | ... and                                                                  | □ Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures. | □ Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum. | □ Capitalizes on diversity as an asset in the classroom.  |
| ✓   | □ Demonstrates awareness of the diversity of students in the classroom. | □ Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues. | □ Consistently incorporates different points of view in instruction. | | |

**Element IIC. Teachers treat students as individuals. Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.**

| ✓   | □ Holds high expectations of students.  | ... and                                                                  | □ Encourages and values contributions of students, regardless of background or ability. | □ Helps students hold high expectations for themselves and their peers. | |
| ✓   | □ Communicates high expectations for all students. | ... and                                                                  | □ Encourages and values contributions of students, regardless of background or ability. | |

© 2009 McREL. Developed in collaboration with the NC State Board of Education | Revised July 2015
### North Carolina Teacher Evaluation Process

#### Element 1d. Teachers adapt their teaching for the benefit of students with special needs.

Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Recognizes that students have a variety of learning needs.</td>
<td>... and</td>
<td>... and</td>
<td>... and</td>
<td>... and</td>
<td></td>
</tr>
<tr>
<td>✓ Is knowledgeable of effective practices for students with special needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Element 1e. Teachers work collaboratively with the families and significant adults in the lives of their students.

Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>... and</td>
<td>... and</td>
<td>... and</td>
<td>... and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Responds to family and community concerns.</td>
<td>Communicates and collaborates with the home and community for the benefit of students.</td>
<td>Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them.</td>
<td>Promotes trust and understanding throughout the school community.</td>
<td></td>
</tr>
</tbody>
</table>

#### Comments:

- **Examples of Artifacts:**
  - Student profiles
  - Student surveys
  - Cooperation with ESL teachers
  - Lessons that integrate international content
  - Documentation of referral data and use of IEPs
  - Communications w/parents/community
  - Professional development on cultural attitudes and awareness
  - Use of technology to incorporate cultural awareness into lessons

© 2009 McREL. Developed in collaboration with the NC State Board of Education | Revised July 2015
## Standard III: Teachers Know the Content They Teach

### Element IIA. Teachers align their instruction with the North Carolina Standard Course of Study. In order to enhance the North Carolina Standard Course of Study, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Developing</td>
</tr>
<tr>
<td>☑</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑</td>
</tr>
<tr>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>☑</td>
<td></td>
</tr>
</tbody>
</table>

Element IIB. Teachers know the content appropriate to their teaching specialty. Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students’ natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td></td>
<td>☑</td>
</tr>
<tr>
<td>☑</td>
<td>☑</td>
</tr>
</tbody>
</table>

© 2009 MoREL  Developed in collaboration with the NC State Board of Education | Revised July 2015
### North Carolina Teacher Evaluation Process

#### Element IIc. Teachers recognize the interconnectedness of content areas/disciplines. Teachers know the links and vertical alignment of the grade or subject they teach and the North Carolina Standard Course of Study. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>☑</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>☑</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>□</td>
</tr>
</tbody>
</table>

#### Element IIIf. Teachers make instruction relevant to students. Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the North Carolina Standard Course of Study and 21st century content, which includes global awareness, financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>☑</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>☑</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>□</td>
</tr>
</tbody>
</table>

### Comments:

### Examples of Artifacts:

- Display of creative student work
- Content standards
- Use of NC Standard Course of Study
- Lesson plans
- Other

© 2009 McREL. Developed in collaboration with the NC State Board of Education | Revised July 2015
### Standard IV: Teachers facilitate learning for their students

#### Element IVa. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.

Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>... and</td>
<td>... and</td>
<td>... and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>understands developmental levels of students and recognizes the need to differentiate instruction.</td>
<td>identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction.</td>
<td>encourages and guides colleagues to adapt instruction to align with students' developmental levels.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>assesses resources needed to address strengths and weaknesses of students.</td>
<td>reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses.</td>
<td>stays abreast of current research about student learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students.</td>
<td></td>
</tr>
</tbody>
</table>

#### Element IVb. Teachers plan instruction appropriate for their students.

Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>... and</td>
<td>... and</td>
<td>... and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>recognizes data sources important to planning instruction.</td>
<td>uses a variety of data for short- and long-range planning. monitors and modifies instructional plans to enhance student learning.</td>
<td>monitors student performance and responds to individual learning needs in order to engage students in learning.</td>
<td></td>
</tr>
</tbody>
</table>

#### Element IVc. Teachers use a variety of instructional methods.

Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>... and</td>
<td>... and</td>
<td>... and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.</td>
<td>demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students.</td>
<td>ensures the success of all students through the selection and utilization of appropriate methods and materials.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies.</td>
</tr>
</tbody>
</table>
### North Carolina Teacher Evaluation Process

<table>
<thead>
<tr>
<th>Element IV. Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
</tr>
<tr>
<td>☑ Assesses effective types of technology to use for instruction.</td>
</tr>
<tr>
<td>. . and</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element V. Teachers help students develop critical-thinking and problem-solving skills. Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge, and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
</tr>
<tr>
<td>☑ Understands the importance of developing students' critical thinking and problem solving skills.</td>
</tr>
<tr>
<td>. . and</td>
</tr>
<tr>
<td>. . and</td>
</tr>
<tr>
<td>. . and</td>
</tr>
<tr>
<td>. . and</td>
</tr>
<tr>
<td>. . and</td>
</tr>
<tr>
<td>. . and</td>
</tr>
<tr>
<td>. . and</td>
</tr>
<tr>
<td>. . and</td>
</tr>
<tr>
<td>. . and</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element VI. Teachers help students work in teams and develop leadership qualities. Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
</tr>
<tr>
<td>☑ Provides opportunities for cooperation, collaboration, and leadership through student learning teams.</td>
</tr>
<tr>
<td>. . and</td>
</tr>
</tbody>
</table>
North Carolina Teacher Evaluation Process

| Element I/Vg. Teachers communicate effectively. Teachers communicate in ways that are clearly understandable by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively. |
|---|---|---|---|---|
| Observation | Developing | Proficient | Accomplished | Distinguished |
| □ Demonstrates the ability to effectively communicate with students. | [ ] Uses a variety of methods for communication with all students. | [ ] Creates a variety of methods to communicate with all students. | [ ] Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. | Not Demonstrated (Comment Required) |
| □ Provides opportunities for students to articulate thoughts and ideas. | [ ] Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively. | [ ] Establishes classroom practices which encourage all students to develop effective communication skills. | [ ] Establishes school-wide and grade-appropriate vehicles to encourage students throughout the school to develop effective communication skills. | |

Element I/Vh. Teachers use a variety of methods to assess what each student has learned. Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Uses indicators to monitor and evaluate student progress.</td>
<td>[ ] Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction.</td>
<td>[ ] Uses the information gained from the assessment activities to improve teaching practice and student learning.</td>
<td>[ ] Teaches students and encourages them to use peer and self-assessment feedback to assess their own learning.</td>
<td></td>
</tr>
<tr>
<td>□ Assesses students in the attainment of 21st century knowledge, skills, and dispositions.</td>
<td>[ ] Provides evidence that students attain 21st century knowledge, skills and dispositions.</td>
<td>[ ] Provides opportunities for students to assess themselves and others.</td>
<td>[ ] Encourages and guides colleagues to assess 21st century skills knowledge, and dispositions and to use the assessment information to adjust their instructional practice.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Examples of Artifacts:

- Lesson plans
- Documentation of differentiated instruction
- Display of technology used
- Materials used to promote critical thinking
- Professional development and problem solving
- Use of student learning teams
- Collaborative lesson planning
### Standard V: Teachers Reflect on Their Practice

#### Element Va. Teachers analyze student learning

Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

<table>
<thead>
<tr>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing</td>
</tr>
<tr>
<td>□ Recognizes the need to improve student learning in the classroom.</td>
</tr>
</tbody>
</table>

#### Element Vb. Teachers link professional growth to their professional goals

Teachers participate in continued, high-quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

<table>
<thead>
<tr>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing</td>
</tr>
<tr>
<td>□ Understands the importance of professional development.</td>
</tr>
</tbody>
</table>

#### Element Vc. Teachers function effectively in a complex, dynamic environment

Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.

<table>
<thead>
<tr>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing</td>
</tr>
<tr>
<td>□ Is knowledgeable of current research-based approaches to teaching and learning.</td>
</tr>
</tbody>
</table>

### Comments:

---

### Examples of Artifacts:

- Lesson plans
- Formative assessments
- Student work
- Professional Development Plan
- Completion of professional development
- Participation in professional learning
- Community
- Formative and summative assessment data

© 2009 McREL  Developed in collaboration with the NC State Board of Education | Revised July 2015
Rubric for Evaluating North Carolina Teachers
Signature Page

Teacher Signature
Date

Principal/Evaluator Signature
Date

Peer Signature, if applicable
Date

Comments Attached: Yes No

Principal/Evaluator Signature
Date
(Signature indicates question above regarding comments has been addressed).

Peer Signature, if applicable
Date
(Signature indicates question above regarding comments has been addressed).

Note: The teacher’s signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the teacher has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to North Carolina State Board of Education Policy for the Teacher Evaluation Process.
APPENDIX E

FOUNDATIONS OF ACTION RESEARCH

Plan → Act → Observe → Reflect → Plan
APPENDIX F
RIEL'S ACTION RESEARCH MODEL

RIEL'S ACTION RESEARCH MODEL
(MERTLER, 2009)
APPENDIX G

THE FLIPPEN GROUP SCHEDULE OF SUPPORT

- Initial Training: This occurs within a two-day period prior to students returning to school. This provides staff members with the basic concept of the program along with an explanation of how it should be implemented.
- In-House Reflection: Once during every quarter of the school year, a representative will visit the school and discuss concerns and next steps.
- Process Champion Training: Every 4.5 weeks (twice per quarter), three different staff members will be designated as a process champion which involves a two-day training at a central location within the district where they will receive training on how to move forward and begin implementation of next steps within the program.
  - The concept of process champions is established to provide different teachers with leadership opportunities. These people are then given the responsibility of evaluating implementation within different classrooms and providing coaching and guidance to any staff member who may need support.
APPENDIX H
CAPTURING KIDS’ HEARTS EXCEL MODEL

- **E Engage**: Handshake, Welcome, Affirm, Model
- **X Xplore**: Customer’s Needs, Listening Skills, Safe Environment
- **C Communicate**: Content, Dialogue, Flexibility, “Real World”
- **E Empower**: Use and Do, Develop Skills, Becoming, Encouragement
- **L Launch**: End and Send, Summary, Commitment to Action, Passion
APPENDIX I

MEETING AND GREETING OTHERS HANDOUT

Meeting and Greeting Others

The Cues People Notice:

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

What does Engage look like in your position?

Others:
APPENDIX J

EXAMPLE OF CAPTURING KIDS' HEARTS SOCIAL CONTRACT
APPENDIX K

BEHAVE IN/BEHAVE OUT

Behave In/Behave Out

Goal: To maintain the boundaries, while preserving the relationship

Other benefits:
- Keeps the environment safe, even in conflict
- De-escalates the behavior
- Keeps you consistent with all students
- Helps you stay calm
- Models appropriate skills to deal with conflict

The 4 questions should be used first with the whole group to hold them accountable to self-manage.

Guidelines for using Four Questions:
Ask only the given questions:
- No lecturing before, during, or after questions.
- Don’t move to the next question until you get an appropriate answer to the question you are asking.
- Don’t fall for smoke screens.
- Don’t bail them out by giving them the answer or part of the answer.
- Don’t approach the student when your buttons are pushed.
- Watch your body language and tone of voice.
- These questions are not a secret. You may post them on the wall.
- Do not accept “good” or “bad” as an answer. The students must tell you what their behavior was.

Copyright © Flippen Group. All rights reserved. Used by permission. www.flippen.com
APPENDIX L

QUESTIONS WHEN DEALING WITH MISBEHAVIOR

Questions...When Dealing With Misbehavior.

Four Questions

1. What are you doing?

2. What are you supposed to be doing?

3. Are you doing it?

4. What are you going to do about it?

Repeat Offender What is going to happen if you break our Social Contract again?

Making the Questions Work for You:

- Initially ask the question only two times.
- Create silence.
- Give genuine affirmation about the person, not the behavior.
- If you don’t get an appropriate answer say, “You may either answer the question or you are choosing the consequence.”
- Ask your question again.
- If you get an appropriate answer, affirm and move to the next question. If not, give the consequence.
APPENDIX M

QUESTIONS WHEN DEALING WITH DISRESPECT

Questions...When Dealing With Disrespect.

Four Questions

1. How are you talking to me/him/her?

2. How are you supposed to be talking to me/him/her?

3. Were you doing it?

4. So how are you going to talk to me/him/her?

Repeat Offender What is going to happen if you break our Social Contract again?

Deal with disrespect and misbehavior separately.

BEHAVE IN NOTES:

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

Copyright © Flippen Group. All rights reserved. Used by permission. www.flippen-group.com

143
Elements of this action research project are highlighted in yellow. Next steps are highlighted in green.
Elements of this action research project are highlighted in yellow. Next steps are highlighted in green.
Elements of this action research project are highlighted in yellow.
Elements of this action research project are highlighted in yellow.
Elements of this action research project are highlighted in yellow.
**APPENDIX O**

**2017-2018 CAPTURING KIDS' HEARTS NATIONAL SHOWCASE SCHOOLS**

<table>
<thead>
<tr>
<th>ALASKA</th>
<th>ARKANSAS</th>
<th>CALIFORNIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fronteras Spanish Immersion Charter School</td>
<td>MicroSociety Magnet School • Jonesboro • Principal Amanda</td>
<td>New Temple Elementary School • South El Monte • Principal John</td>
</tr>
<tr>
<td>• Wasilla • Principal Jennifer Schmidt-</td>
<td>Amanda Turner</td>
<td>Gannon*</td>
</tr>
<tr>
<td>Hutchins*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glacier View School  • Sutton • Principal</td>
<td>Southwest Middle School • Searcy • Principal Carrie</td>
<td>New Vista Middle School • Lancaster • Principal Kymberlee</td>
</tr>
<tr>
<td>Wendy Taylor</td>
<td>Parsley</td>
<td>Cochran</td>
</tr>
<tr>
<td>Joe Redington Sr. Jr./Sr. High School  •</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wasilla • Principal Thomas Lytle II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sherrod Elementary School  • Palmer •</td>
<td>Burton Elementary School • Porterville • Principal Brooke</td>
<td>Ocotillo Elementary School • Palmdale • Principal Larry</td>
</tr>
<tr>
<td>Principal Dan Michael*</td>
<td>Torres</td>
<td>Lueck*</td>
</tr>
<tr>
<td>Swanson Elementary School  • Palmer •</td>
<td>Burton Horizon Academy • Porterville • Principal Matthew</td>
<td></td>
</tr>
<tr>
<td>Principal Mary Kate Johnston</td>
<td>McCraken</td>
<td></td>
</tr>
<tr>
<td>Teeland Middle School  • Wasilla • Principal</td>
<td>Burton Middle School • Porterville • Principal Adriana</td>
<td>Sacramento Academic &amp;</td>
</tr>
<tr>
<td>Jason Ross</td>
<td>Franco</td>
<td>Vocational Academy • Sacramento • Principal Morri</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elliott*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARIZONA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Camp Verde Middle School  • Camp Verde</td>
<td>Community Collaborative Charter School • McClellan • Principal</td>
<td>Summit Charter Academy</td>
</tr>
<tr>
<td>• Principal Danny Howe*</td>
<td>Jon Campbell</td>
<td>Lombardi Campus • Porterville • Principal Stacie</td>
</tr>
<tr>
<td>Cottonwood Elementary School  • Cottonwood</td>
<td>Community Outreach Academy Elementary • McClellan • Principal</td>
<td>Fleischman*</td>
</tr>
<tr>
<td>• Principal Jessica Vosca</td>
<td>Larissa Gonchar*</td>
<td></td>
</tr>
<tr>
<td>Country Meadows  • Peoria • Principal</td>
<td>Gateway International School • Sacramento • Principal Principal</td>
<td>Summitt Charter College</td>
</tr>
<tr>
<td>Danielle Skrip*</td>
<td>Tikiol*</td>
<td>Academy • Porterville • Principal Jorge</td>
</tr>
<tr>
<td>Thunderbolt Middle School  • Lake Havasu</td>
<td>Jim Maples Academy • Porterville • Principal Mitzie Styles*</td>
<td>Sycamore Elementary School • Redding • Principal Susanna</td>
</tr>
<tr>
<td>City • Principal Mari Jo Mulligan*</td>
<td></td>
<td>Winstead</td>
</tr>
</tbody>
</table>

Copyright © 2018, Hippman Group. All rights reserved. Do not redistribute.
### 2017-2018 Capturing Kids’ Hearts National Showcase Schools™

**California (Cont.)**
- William R. Buckley Elementary ● Principal Matthew Baxter
- Porterville ● Principal Matthew Baxter
- Yucca Elementary ● Palmdale ● Principal Terrie Dowling

**Illinois**
- Gower West Elementary School ● Principal Gina Rodewald
- Willowbrook ● Principal Michael Mitchener
- Riverdale Elementary School ● Principal Shinora Montgomery
- Oatville Elementary School ● Wichita ● Principal Natalie Rust

**Colorado**
- Cedaredge Elementary School ● Principal Daniel Renfrow
- Colorado Preparatory Academy ● Westminster ● Principal Sheila Stevens
- Jenkins Middle School ● Colorado Springs ● Principal Darren Joiner
- Lincoln Elementary School ● Delta ● Principal Jennifer Magner
- Ridgeview Elementary School ● Colorado Springs ● Principal Theresa Ritz

**Iowa**
- Central Elementary ● Nevada ● Principal Christina deNeui
- Emerson Hough Elementary ● Newton ● Principal Jolene Comer
- Pray-Woodman Elementary School ● Maize ● Principal Nils Gabrielson
- Rex Elementary School ● Haysville ● Principal Brian Howard

**Kansas**
- Challenger Intermediate School ● Goddard ● Principal Jess Herbig
- Freeman Elementary School ● Haysville ● Principal Toni Haight
- Tri-City Day School ● Haysville ● Principal Gina Keirns
- Vermillion Elementary ● Maize ● Principal Michael Dome

**Connecticut**
- Pine Grove School ● Avon ● Principal Jess Giannini
- Goddard Middle School ● Goddard ● Principal Lisa Hogarth

**Florida**
- Haysville High & Campus High School ● Wichita ● Principal Myron Regler
- Haysville Middle School ● Haysville ● Principal Dr. Michael Maurer

**Louisiana**
- Red River Elementary School ● Coushatta ● Principal Shenell Deville
# 2017-2018 Capturing Kids’ Hearts National Showcase Schools™

## Michigan
- Bauerwood Elementary • Jenison • Principal Crystal Morse
- Challenger Elementary • Kentwood • Principal Teressa Gatza
- Conner Creek Academy East • Roseville • Principal Karen Smith*
- Covert Public Schools • Covert • Principal Claire Kiss
- Endeavor Elementary • Kentwood • Principal Mark Bea
- Lillian Fletcher Elementary • Homer • Principal Heather Cahill
- Scotch Elementary School • West Bloomfield • Principal James Scriver
- Walton Charter Academy • Pontiac • Principal Mona Boersma

## New Mexico
- Anson Jones Elementary • Bryan • Principal Linda Montoya*
- Deming Intermediate School • Deming • Principal Eulalia Mendoza
- Butterfield Elementary School • Sanger • Principal Larry Beam

## North Carolina
- Chisholm Trail Elementary • Sanger • Principal Alice Ford
- Burton Magnet Elementary School • Durham • Principal Dr. Kimberly Ferrell
- Clute Intermediate School • Clute • Principal Christopher Loftin

## South Carolina
- Coleman Elementary School • Cleburne • Principal Marla Roth
- Jerry Zucker Middle School of Science • North Charleston • Principal Jacob Perlmutter
- Crockett Elementary School • Bryan • Principal Debi Ehrhardt*
- League Academy of Communication Arts • Greenville • Principal Mary Leslie Anderson
- Crow Elementary • Arlington • Principal Jamie MacDougall
- Marlboro School of Discovery • Clio • Principal Ashley Taylor
- Davis Elementary • Royston • Principal Cynthia Pence

## Missouri
- Memminger Elementary IB World School • Charleston • Principal Dr. Abigail Woods*
- R.B. Stall High School • Charleston • Principal Jeremy Carrick*
- Dubiski Career High School • Grand Prairie • Principal Kristin Booth
- E.C. Mason Elementary • Manvel • Principal Dixie Jones*

## Texas
- East Ridge Elementary • Sweetwater • Principal Vicki Mayberry*
- St. James High School • St. James • Principal Joe Stammers
- Aiken Elementary • Paris • Principal Kimberly Donnan
- Emery Elementary • Katy • Principal Michelle Merricks*
<table>
<thead>
<tr>
<th>TEXAS (CONT.)</th>
<th>Lamar Elementary • Wichita Falls • Principal Amanda Garcia</th>
<th>Southeast Elementary • Sweetwater • Principal Peggy Elliott*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Forest North Elementary • Austin • Principal Amy Jacobs*</td>
<td>Sweetwater High School • Sweetwater • Principal Kathy Smartt*</td>
</tr>
<tr>
<td></td>
<td>Frank Madla Elementary • San Antonio • Principal Jo Ann Buchanan</td>
<td>Thomas Justiss Elementary • Paris • Principal Renee Elmore</td>
</tr>
<tr>
<td></td>
<td>Liberty Middle School • Liberty • Principal Rhonda Smith*</td>
<td>Union Hill Elementary • Round Rock • Principal Kimberly Connelly*</td>
</tr>
<tr>
<td></td>
<td>Fredericksburg High School • Fredericksburg • Principal Ralf Halderman</td>
<td>Lytle Elementary • Lytle • Principal Wendy Conover</td>
</tr>
<tr>
<td></td>
<td>Grand Prairie Fine Arts Academy • Grand Prairie • Principal Maria Schell*</td>
<td>Lylte Primary School • Lytle • Principal Wendy Conover</td>
</tr>
<tr>
<td></td>
<td>Hereford Preparatory Academy • Hereford • Principal Amy Clifton</td>
<td>Melba Passmore Elementary School • Alvin • Principal Rosemary Reed</td>
</tr>
<tr>
<td></td>
<td>Jack Frost Elementary School • Georgetown • Principal Dr. Janet Mormon</td>
<td>W.R. &quot;Bill&quot; Fort Elementary • Royse City • Principal Danette Dodson*</td>
</tr>
<tr>
<td></td>
<td>James and Maydelle Crouch Elementary School • Grand Prairie • Principal Deliasse Hardy</td>
<td>Misa May Vernon Elementary • Fate • Principal Shannon Hayes*</td>
</tr>
<tr>
<td></td>
<td>John H. Cherry Elementary • Bay City • Principal Merideth Dodd</td>
<td>Wells Branch Elementary Arts Integration Academy • Round Rock • Principal Belinda Cini</td>
</tr>
<tr>
<td></td>
<td>Johnson Elementary • Bryan • Principal Amy Newbold*</td>
<td>Ridgeway Elementary School • Houston • Principal Felicia Holmes</td>
</tr>
<tr>
<td></td>
<td>Smithfield Elementary • North Richlands Hills • Principal Melissa Minix</td>
<td>White Rock Elementary • Dallas • Principal Lee Walker</td>
</tr>
<tr>
<td></td>
<td></td>
<td>San Jacinto Elementary School • Liberty • Principal Tom Connelly</td>
</tr>
</tbody>
</table>

*Indicates schools that received a Capturing Kids’ Hearts National Showcase Schools award for the 2016-2017 school year.
APPENDIX P

FLIPPEN GROUP AGREEMENT WITH THE STATE OF NORTH CAROLINA ON RESEARCH AND EVALUATION

TAB 7 – VALUE ADD

Please include any additional products and/or services not included in the scope of the solicitation you think will enhance and add value to this contract for TCPN participating agencies.

RESEARCH AND EVALUATION

In order to assist with designing and documenting evaluation, research and outcomes, Flippen Group has a research and evaluation team ready to support districts. Director of Research Dr. Carol Holtzapple has led studies in large urban districts across the United States and will oversee all evaluation services. In some instances we assist schools in documenting program effectiveness when no randomization is possible, such as providing a case report comparison or analyses to individual districts. In these cases, pre-implementation data serves as the control for post-implementation outcomes. In all previous cases, one or more positive outcomes in the areas of academic or behavioral achievement were observed. Other research studies employ quasi-experimental (including external controls) or experimental (randomized) research designs to measure the outcomes of our programs.

The following research studies have been reported, including published manuscripts, comprehensive reports to governmental agencies, and peer-reviewed journal articles.


APPENDIX Q

FLIPPEN GROUP RESEARCH GUIDE FOR CAPTURING KIDS' HEARTS

SUGGESTED EVALUATION IDEAS FOR DESIGN OF CKH MODEL:

Several methods of determining effective implementation of CKH will be used throughout the course of the grant. The evaluation will assess the impact of “Capturing Kids’ Hearts” on the school staff and on students. Information that will be gathered concerning the program’s effect on school staff will include changes in the staff culture, classroom management, faculty turnover, and faculty attendance. Information that will be gathered concerning changes in student behavior will include student attendance records, number of discipline referrals, number of delinquent behaviors, changes in classroom rapport, and changes in students’ empathy for each other. Information that will be gathered concerning changes in student achievement will include both classroom student grades and standardized achievement test scores.

Information will be obtained from each of the school administrators, teachers, students, and parents through document analysis, surveys, classroom observations, and personal or group interviews.

SAMPLING

Sampling is the method that evaluators will use to select who participates in the evaluation. Determine how you will choose who participates in interviews, questionnaires and observations. Determine which student data you will obtain. Determine how much data you need to obtain for the level of statistical power you want to have.

METHODS

Use both quantitative and qualitative methods.

QUANTITATIVE METHODOLOGY

Document Analysis
Determine which years of documents you wish to analyze. Determine which data you want to review, for instance:

Behavioral or School Climate Outcomes
- The number of discipline referrals
- The number of in-school suspensions
- The number of out-of-school suspensions
- The number of expulsions
- The drop out rates
- Student attendance rates
- Student tardies
- Faculty attendance rates

**Academic Outcomes**
- Student report cards
- Test scores on standardized academic achievement tests

**QUALITATIVE METHODOLOGY**
Determine when qualitative methods will be used. Determine a timeline for administering the qualitative methods.

- Questionnaires
- Interviews
- Observations
- Surveys

**DATA ANALYSIS PLAN**

**REPORTING PLAN**

**SUMMARY**

**ADDITIONAL REFERENCES**

**PROJECT STAFF**

**REFERENCES**


http://www.nwrel.org/scpd/esp/esp95.html


APPENDIX R

FLIPPEN GROUP RESEARCH GUIDE FOR CAPTURING KIDS' HEARTS

<table>
<thead>
<tr>
<th>Flippen Group EXCEL Leadership Model™ Pyramid</th>
<th>CKH Principles</th>
<th>CKH Manual Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Improved performance occurs when there is an appropriate leader in a connected relationship with a learner, and the leader is equipped with relational skills and group processes that foster an effective learning environment.</td>
<td>Unless we have our students ENGAGED in a relationship with each other and us, unless we have EXPLORt their needs, and unless we have then COMMUNICATED to the needs we discovered, only then can we effectively EMPower our students with the skills and knowledge they need to do what we taught.</td>
</tr>
<tr>
<td></td>
<td>Rigorous &amp; Relevant Curriculum</td>
<td>Rigorous &amp; Relevant Curriculum</td>
</tr>
<tr>
<td></td>
<td>Successes need to be celebrated by the group and group processes must be developed that recognize and reward the difficulties of performance.</td>
<td>Building Healthy Relationships Group Stages</td>
</tr>
<tr>
<td></td>
<td>Leaders must have a strong personal sense of purpose and must be able to focus the energies of others on a common, moral purpose.</td>
<td>Social Contract &amp; Questions Misbehavior &amp; Questions Disrespect</td>
</tr>
<tr>
<td></td>
<td>You have to hand to people before you can lead to change.</td>
<td>Anxiety Theory</td>
</tr>
<tr>
<td></td>
<td>People learn and perform best in the context of safe relationships and environments.</td>
<td>Values</td>
</tr>
<tr>
<td></td>
<td>Performance is increased when the learner is free to ask questions or try new things without fear of judgment in the learning phase.</td>
<td>Personal Responsibility</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Whose hand is this?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOLER Listening Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>First Impressions</td>
</tr>
</tbody>
</table>

157